

# Statement of Purpose



[www.graduallydevelopingfuturesmidlands.co.uk](http://www.graduallydevelopingfuturesmidlands.co.uk)

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Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL

Company no: 07150627

## **Our Mission**

To engage those who are disengaged, isolated, hard to reach, disadvantaged and who have Special Educational Needs in learning interventions that will develop confidence, self-esteem, resilience and skills and experiences needed to embrace life-long learning, utilising our outdoor learning environment to provide real life experiences.

## **Our Vision**

To engage, motivate and inspire our students to become independent learners and responsible community members of society.

## **Achieving the Mission**

Gradually Developing Future (GDF)'s curriculum reflects the particular needs of those with Special Educational Needs (SEN) and Education Health Care Plans (EHCP). GDF caters for and engages with students from right across the spectrum and works in partnership with local authorities across Dorset to ensure it meets identified gaps in local provision. GDF's outdoor learning environment provides the opportunity for utilising real life experiences and taking a kinaesthetic approach. We consider provision of a complete educational context, from ages 6 to 14, which allows the most effective route through which students can be motivated and inspired to fulfil their individual educational and social potential.

Children and young people with SEN can have their learning needs characterised by the triad of impairments listed below:

- Difficulties in communication – both receptive and expressive
- Difficulties in forming effective social relationships
- Impairment of imagination and flexibility of thought

Students attending GDF may also experience extreme anxiety and have low self-esteem. Coping with daily life can be extremely arduous, GDF is dedicated to mitigating such difficulties thereby increasing the students learning receptivity, attainment and life skill base.

## **Key Features**

Our vision is to ensure that all our students are able to engage to realise their own potential, be motivated and provide the opportunity to raise self-esteem and inspire aspirations for our students and their parents/carers. Our vision will be achieved when students leave us as:

- Engaged and successful learners with good qualifications and motivated to enhance their knowledge and skills to reach their full potential. We will provide a bespoke curriculum, resources, environment, strategies and expertise to do this
- Motivated and self-confident individuals who can make informed decisions and communicate them based on their values and beliefs. Developing their individual talents and abilities with confidence and enjoyment
- Inspired and responsible citizens who respect others and take part responsibly in political, economic, social and cultural life

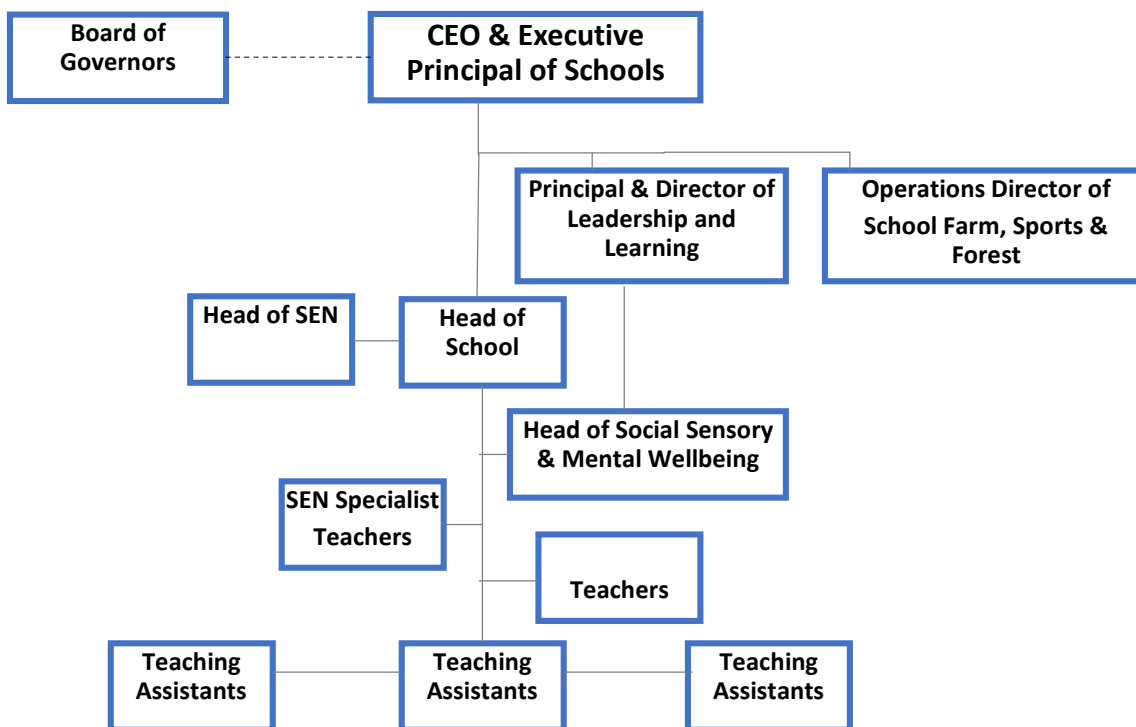
GDF is totally committed to ensuring every student makes progress regardless of their context or starting point and believes that this is best achieved through consistently high quality of provision, including teaching, which depends upon an effective partnership with the Senior Leadership team, staff and governors.

## Values and Objectives

At GDF our objectives are to provide:

- A caring, nurturing and stimulating environment that enables young people to reach their potential, building on strengths developing weaknesses and celebrating individual achievement
- A physically and emotionally safe supportive environment within established boundaries for the young people we look after, free from negative interactions in its many forms, including bullying and any behaviour that is disrespectful to the student, groups of students or their family or community
- Respect and dignity for each and every student regardless of their race, gender, cultural background or ability
- An open and honest learning environment that is conducive to personal growth, whilst taking all reasonable measures to minimise the risk of harm to self or others
- Opportunities for each young person to learn, grow and make informed choices about their future, whilst offering an environment in which they can take time to develop emotional resilience and move forward from negative experiences in their life
- Preparation for young people so they can eventually reintegrate into the wider community
- A working partnership with each young person and in co-operation with other agencies in order to provide a continuity and consistency of care that will benefit the young person as a whole
- Be attentive and responsive to the wishes, needs and interests of students, involving them in decisions made about them
- Provide levels of care that safeguard and protect students

## ORGANISATIONAL CHART



## **Admission Criteria**

Gradually Developing Futures (GDF) is an independent school providing day places for children from Year 1 to the end of Year 9 in an environment where students can access a specialised and holistic education that aims to develop children socially and academically to make maximum progress.

We look objectively at every referral made to us and base our decision on whether we can meet that young person's needs, taking into account the dynamics of the young people accommodated in the school at that time. We are unable to accommodate young people requiring long term nursing care. Placing Authorities provide us with the appropriate paperwork, which will allow us to assess the level of need of the young person.

We also consider their safety and the potential risks they may present to others within the school and the wider community. If we feel that we can accommodate the young person we will plan the admission.

## **Planned Admission**

We expect young people, wherever possible, to be involved in the placement planning process, so that they are able to take some ownership for their move to GDF. We liaise with the young person and their family or carers, to gather as much information about the young person as possible and to give information about the service and facilities we provide.

We organise for staff to visit the young person at their existing placement and in their home environment, whenever possible, to talk to the young person and answer any questions they may have and put any fears to rest. We also talk to staff at the current placement, including the SENCO, to ascertain any graduated responses which may have been used to meet the students needs, or areas of development to be highlighted.

Arrangements will be made for the young person to visit GDF for a few hours prior to their start date; to meet some of the staff team and to have a look around the facilities. During this process we will try and identify a member of staff to whom the young person relates well and on the day of admission we will organise for that member of staff to be on 1 to 1 duty to ensure as smooth a transition as possible.

GDF adopts a cautious approach to accelerating admissions. Where a young person is accepted, a clear transition timetable will be agreed, by all parties, dependent on the child's needs (this may be extended, if necessary).

As a minimum, we will require the following information (as appropriate):

- Presenting difficulties
- Other significant barriers to learning
- Social Worker's report
- Education report
- Results of any mental health assessment
- Family background

We also require referral information to be provided in full and for the Social Worker to complete the relevant CLA (Child Looked After) paperwork (if relevant); either prior to or during the admission meeting, which we may require, to be held on the day the young person moves to GDF.

## **Transition**

We understand that making transitions can be difficult if handled poorly, the student's emotional, educational, and social well-being can be detrimentally affected, sometimes extremely so. The priority we place upon getting these transitions right, therefore, means all staff within the school are involved. It requires building excellent links with external agencies and parents/carers. GDF identifies three major periods of transition: 1. into GDF 2. from primary to secondary, and 3. from secondary to life beyond. Please refer to our New Starters – Transition Policy.

## **The Environment, Facilities and Services**

GDF is an independent school catering for students from Year 1 to the end of Year 9, we aim to re-engage those who have become disengaged, isolated hard to reach and disadvantaged. We support those with Special Educational Needs who require learning interventions to motivate, build confidence and self-esteem. This will develop resilience, inspiring students to embrace lifelong learning through gaining relevant skills and experiences.

GDF is located on a farm in Dorset and within easy reach of local amenities such as parks, cafes, museums and shops as well as forests, beaches and the countryside.

GDF is totally committed to providing life chances and opportunities for our children and young people in a caring, stable, safe but challenging environment. We seek to ensure that by the time our students leave us, they emerge as self-confident individuals able to manage their own learning and equipped with the skills and competencies to successfully take the next steps in their lives, both academically and socially.

## **Leadership Structure**

The Chief Executive, supported by the Principal, leads the strategic planning, use and development of the schools physical, human and financial resources in order to secure optimum educational benefits for all students.

All teaching and support staff are supported to succeed in leadership responsibilities. Success is recognised, celebrated and lead to career development opportunities; this support ensures greater retention of high quality, experienced staff. Staff are an essential aspect of all our efforts to achieve our education vision and GDF invest in staff's leadership potential, support ambitious achievement, encourage best practice, institute a culture of shared expertise, facilitate peer-to-peer collaboration and integrate the development of students with that of their educators.

## **Safeguarding & Child Protection**

The school specific Safeguarding and Child Protection Policy must be read in conjunction with the Keeping Children Safe in Education (September 2025) Part 1. Staff must also read GDF's Behaviour and Physical Intervention Policy and Employee Code of Conduct. Staff should read Children Missing Education (DfE September 2016), The Prevent Duty (DfE August 2015), Working Together to Safeguarding Children (2018) and must be aware of the identity of the Designated Safeguarding Lead (DSL) and any deputies.

## **Statement of Intent**

GDF is committed to promoting the welfare and wellbeing of all young people we support. Unfortunately abuse does happen and recognising abuse is not easy, GDF caters for students who may be more vulnerable due their communication and interaction difficulties. Therefore, our approach to safeguarding must be an example of best practice and not just minimum standards.

At GDF the health, safety and wellbeing of every child is our paramount concern. We listen to our students and take seriously what they tell us. Our aim is that children will enjoy their time as students in our school. We strive to work in partnership with our parents and carers to help the students in our care to achieve their full potential and make a positive contribution.

All new staff employed or contracted to work at the school have completed Safeguarding and Prevent Strategy, all our staff and Governors receive refresher training.

Our concern about a child may mean that we have to consult other agencies even before we contact parents or carers. The procedures which we follow have been laid down by Dorset's Local Children's Safeguarding Board.

**Designated Safeguarding Lead & Training**

Overall responsibility for safeguarding will still rest with the Principal as Designated Safeguarding Lead, monitored by the Head of SEN and Wellbeing Lead as Deputy DSL's, and Governors. All staff undergo a minimum of Level 1 training.

## **Emotional Management and Challenging Behaviour**

Students with SEND may exhibit some behaviour which is self-injurious and extremely challenging. GDF view all behaviour as a form of communication and adopt the following positive intervention strategies to manage students' behaviour in a consistent way and help them become effective contributors to the community and responsible citizens. Staff teach all students how to recognise and deal with their own emotions, as well as identifying and responding to others' emotions. This may be at a very simple level to begin with. Students are given the freedom to express their own emotions and staff support this by directing them to visual cues in order to do so.

Staff are trained in Team-Teach techniques and have the skills to manage behaviour safely, with the aim of supporting students in developing strategies in managing their own behaviour. To this end Quiet and Nurture spaces are provided. Having SEND can mean difficulties in sensory perception, communication and social understanding which can affect a student's mental health. Students may therefore have an additional mental health diagnosis, depression and anxiety can be experienced by some students. We therefore ensure that students with additional needs in this area are identified and supported.

## **Additional Medical Needs**

We work closely with the health teams to support students with additional medical needs. Staff have training in administering medication, manual handling, and First Aid. For some students additional training will be provided to staff in order to support them with their specific needs, for example to manage epilepsy and cerebral palsy. Each student with additional medical needs have an Individual Health Plan (IHP) after consultation with the student's teacher, and parents/carers.

EHCPs detail all relevant parties involved with a student based around their needs in health, education and social care. Students are able to contribute to their own plans, their views will be central to the plan.

## **Our Offer**

The most crucial factor for achieving progress and success with our students is the empathy and deep skills base of staff, insistence on high standards and consistency of approach which enables learning to take place. Consistency is achieved through having a shared approach, careful planning and a focus on expertise for each individual professional. The collaborative process involves education and multi-disciplinary teams working together with specialists and parents / carers to ensure consistency. GDF will:

- enable the young people to follow creative, thematic, aesthetic programmes of study in an outdoor context
- bring together an understanding of themselves in a place and how it affects them, their perception of the world around them - using the site and local community
- apply and build a practical understanding of the curriculum through themed activities and learning events (days/weeks)
- provide an expectation of being involved in adventurous/personally challenging activity
- deliver SMSC based activities
- provide the opportunity to undertake enterprise and entrepreneurial activity
- provide skills based qualifications and/or vocationally based learning
- engaging meaningfully with external role models, coaches and mentors, enhancing elements of resilience and creativity

## **Curriculum Principles**

At the heart of the curriculum is the view that any child with SEND has the right and ability to develop into adults capable of taking an integral part in a wider society. GDF will always striving for outstanding student achievement, attainment and progress. This high level strategy is one to be achieved over the whole age range of provision and be rooted in an on-going assessment process. This process will effectively identify and support each child's abilities and learning needs, setting appropriate goals that allow them to fulfil their social and educational potential.

Our core offering is 30 hours per week over a six term year in line with other Dorset Schools. Our day is from 9am until 3pm, this allows parents who have siblings in other schools to manage drop off and collections. Class sizes vary dependant on the child's need and will be staffed appropriately, we also offer 1:1 and 2:1 provision.

At GDF we appreciate that all our students learn in different ways and at different rates. It is our task to meet this challenge. Regardless of his or her ability, each student has a right to a personal challenge every day. The most crucial factor for achieving progress and success with our students is the empathy and deep skills base of staff, insistence on high standards and consistency of approach which enables learning to take place. Consistency is achieved through having a shared approach, careful planning and a focus on expertise for each individual professional. The collaborative process involves education and multi-disciplinary teams working together with specialists and parents / carers to ensure consistency.

### **This means, in our work, that staff**

- Always help students to understand their goals and requirements and to know that they can take many different roads to reach these goals
- Never give up in their efforts to find other/new ways for students to reach their goals
- Always serve as a role model when it comes to shaping attitudes and actions.

### **Challenging goals and clear requirements**

With the support of committed, competent and stimulating staff, each student, through their own hard work, perseverance and ambition, shall be able to stretch their limits and realise their own potential. We highlight good performance as an example to be followed. We see no conflicts between inclination and requirements, hard work and joy, independent learning and good order.

### **This means, in our work, that staff**

- Always show positive expectations about the performance of all students through their actions and attitude
- Always help their students set clear, challenging and reasonable goals
- Always take action when they see that students are "off task" and help them get started with their work
- Always give each student the responsibility that he or she is mature enough to handle at the time.

Our curriculum has one key feature, that is to prepare our students to live and work in a modern, global society with its ever-changing challenges and difficult choices.

Our curriculum gives students the ability to see contexts and patterns, to understand and interpret events, to make decisions and choices and is a driving force for a continual deepening and broadening of one's knowledge.

**This means, in our work, that staff**

- Always teach in a way that is distinguished by commitment and proficiency, which inspires students to stretch their boundaries
- Always act as a role model by showing a keen interest in current events and a thirst for knowledge
- Always strive to broaden and deepen the students' understanding of their contemporary world
- Strive to make students aware of the fact that there is always a choice.

Personal development is another important part of competence. We give each student a foundation for personal development where self-discipline, self-knowledge, a sense of responsibility and a trust in one's own ability provides the foundation for a constructive attitude.

**This means, in our work, that staff**

- Always serve as a role model in meetings with students by maintaining a constructive attitude in all actions, and by working in a manner that is focused on finding a solution
- Always take responsibility for things they can influence
- Always deliver on what they have agreed to do.

**Key Features of our curriculum are detailed below:**

- Without a personalised and bespoke, child centred curriculum, a building full of teachers, staff, leaders and students is not a school
- Without receiving knowledge, students have learned nothing and no progress will be made, whatever the measures might indicate
- A test or exam can only ever sample the knowledge that has been gained. It is the whole domain that is of matter to the pupil
- A good school achieves a careful balance about what to do, when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach and how to make sure all students are able to benefit as each new concept, construct or fact is taught
- A good curriculum should lead to good results. However, good examination results in of themselves don't always mean that the student received rich and full knowledge from the curriculum. In the worst cases, teaching to the test, rather than teaching the full curriculum, leaves a student with a hollowed out and flimsy understanding
- Our curriculum is tailored to the needs and abilities of every individual student – regardless of age and educational level. All learning resources are organized to support the student's goals and learning strategies at each point in the learning process
- Personal coaching is a fundamental feature of personalised learning at GDF as it supports the student's academic and personal development in a very profound way. The personal coaching method is based on thinking from several areas – from areas of motivation and developmental psychology, but also from pedagogy and cognitive psychology
- Through the coaching, the student learns to set goals, to develop personal learning strategies to reach the goals, to prioritize and manage time – and over time s/he develops ownership over her/his learning process. This constitutes the foundation for lifelong learning. The personal coaching also ensures that the student's learning is structured, supported and followed up on
- We put emphasis on working with goals for two main reasons. In our opinion, a person's ability to set goals, and have the perseverance and willpower to reach these goals, is an important prerequisite for assuming responsibility for one's own life
- The focus of the coaching depends on the student's needs and maturity. For a new student in the school, the personal coach provides firm guidance, support and supervision/control. As the student develops, the focus gradually shifts to the student's learning process and to guide the

student towards new, challenging goals. The coach ensures that the student assumes the responsibility s/he can manage

- Due to the importance of the regular coaching of students, the set personal coaching sessions occur every week for every student. Though the one-to-one personal coaching sessions, the ongoing dialogue between the student and coach is essential
- Regardless of the students' age, educational level and maturity, the quality and core of the coaching is the same - characterized by respect, positive expectations, trust, open questions, active listening and full presence. And again – always adapted to the student's needs.

### **The operational methods and tools of the Curriculum**

The operational methods and tools enable us to deliver an outstanding education where students, through personalised learning and clear goals will stretch their boundaries, recognise their potential and learn more than they thought possible in an efficient and sustainable way. The Curriculum has grown out of the desire to create greater opportunities for students to gain ownership of their learning and in so doing help schools to personalise their offer.

### **Curriculum Pathways**

There are 2 Curriculum Pathways at GDF namely:

#### **1. Academic**

These students are able to access the full National Curriculum although they may be working below Age Related Expectations.

The children who are on this pathway are able to learn at a National Curriculum level. Access to an appropriate curriculum, that is suitably differentiated for each individual, is their primary need in order to become successful members of society.

We take a stage not age approach to their learning so students starting points vary enabling them to achieve

#### **2. Social**

These students are generally working significantly below Age Related Expectation and are therefore unable to access the full National Curriculum. Their provision will be differentiated within lessons.

They will generally work towards Vocational and Entry Level qualifications (for example AQA Unit Awards)

We set aspirational targets for all students to ensure that they can make outstanding progress.

Attainment and progress are tracked, used for planning next steps and ensuring that interventions are put in place for students who are not making at least good progress.

**Table 1** below shows what assessment tools are used for tracking attainment and progress in each Curriculum Pathway:

	<b>Assessment Method</b>	<b>Assessment Tool</b>
<b>Academic Pathway</b>	Teacher assessment	Marking
	RWI phonic assessments	Phonics assessments
	Simple view of reading	Assessment quadrant
	Miscue analysis	Twinkle Quick reads
	VIPER reading assessments for	Edushed VIPER assessments
	Comprehension	
	Knowledge checks	Quiz or cold tasks
	White Rose end of topic block	White Rose Assessments
	assessment	Observation
		NFER Assessments
<b>Social Curriculum</b>		Teacher Assessments
		B Squared
		Wellbeing trackers
	Wellbeing tracker	B Squared
	EHCP tracker/targets	Teacher Assessment
	IEP Targets	Wellbeing trackers
	Boxall Profile	Key Skills trackers
	Talk about baseline assessment	EHCP trackers
	Thrive	IEP trackers
	SCERTS (Future)	

The table below (Table 2) indicates what ‘good progress’ looks like for the 2 curriculum pathways following on from the Early Years Foundation Stage.

<b>Academic Pathway</b>	<b>Assessment Method</b>	<b>Assessment Tool</b>	<b>Good Progress</b>
	Teacher assessment RWI phonic assessments Simple view of reading Miscue analysis VIPER reading assessments For comprehension Knowledge checks White Rose end of topic Block assessment	Marking Phonics assessments Assessment quadrant Twinkle Quick reads Edushed VIPER assessments Quiz or cold tasks White Rose Assessments Observation NFER Assessments Teacher Assessments B Squared Wellbeing trackers	1 year’s progress per year i.e. progress in line with academic base- line
<b>Social Curriculum</b>	Wellbeing tracker EHCP tracker/targets Boxall Profile Talk about baseline assessment SCERTS (Future) Thrive	B Squared Teacher Assessment Wellbeing trackers Key Skills trackers EHCP trackers	Reduction in crisis incidents Reduction of heightened anxiety Evidence of self- regulation and Shorter recovery after incident Small group work View failure as opportunity for learning In school on a fulltime timetable Reflecting and Taking Accountability for actions Builds and sustains relationships Accepts adult led demands Successfully transitions towards a fulltime academic curriculum

## **Our Students**

GDF will work in partnership with local authorities, such as Dorset and Bournemouth, Christchurch and Poole Councils, and parents/carers to assess the suitability of students for a place.

Students who join at Year 1 can continue their education up to the end of Year 9. Other students will be able to enter the school at any age (within the year groups of 1-9), according to their needs and availability -of places.

## **Our Staff**

With such an education vision and a child centred approach, we recruit candidates in all posts of the highest calibre. For teaching and support staff our selection process is rigorous and stringent and involves an observation of their teaching. We appoint new members of staff who can deliver outstanding results in pre-learning skills, engagement, curriculum delivery, qualification attainment, behaviour management, successful post-school placement and student and parental satisfaction.

## **Parents/Carers and Families**

Parents/carers will be our most important partners; we will forge outstanding relationships with them, and with the providers of other services that support their children whilst they are at the school. We will offer resources, regular opportunities to meet other parents/carers, and workshops to meet training needs as appropriate.

## **Working with Wider Community Groups**

The curriculum places a significant emphasis on learning and practicing skills in the community through regular outings and experiences. Doing so helps students to generalise learnt skills and become responsible citizens who can play their role in their community. GDF has access to minibuses to support trips into the wider community and is geographically located within easy reach of local shops, museums and cafes which will be used to practice skills learnt in class, as well as for example travel training.

## **Day & Term Structure**

Term structure – six 'terms'.

The dates of the 6 terms for the year 2025/26 are:

- Term 1: 2 September to 22 October 2025
- Term 2: 3 November to 19 December 2025
- Term 3: 5 January to 13 February 2026
- Term 4: 23 February to 27 March 2026
- Term 5: 13 April to 22 May 2026
- Term 6: 1 June to 15 July 2026

The day school day for students starts at 9am and finishes at 3pm.

## **Physical Intervention and Positive Engagement**

An important aspect of developing social and emotional skills is establishing positive relationships and clear professional and personal boundaries. This encourages the growth of trust, partnership and a sense of value for oneself and others. Our belief is that young people behave well and engage in learning when they feel valued, supported, respected and happy. At GDF there is also a clear expectation that people treat each other with respect. We encourage everyone to treat property, the environment and themselves with respect.

We appreciate that young people require boundaries and structure to support them and enable them to grow and develop safely. Whilst we promote positive engagements, we realise that young people will disengage and make mistakes, yet learn from these in order to develop.

There is a clear expectation that boundaries will be kept and if breached a series of measures are used to maintain them. These include therapeutic interventions, coaching / mentoring and in extreme circumstances, physical intervention. At GDF, our approach to physical intervention and positive engagement, takes account of the following:

### **General**

- Strength of relationship between adult and young person is key
- Respect for individual to be maintained at all times
- Opportunities to make amends should always figure strongly

### **Physical Intervention**

- Dialogue and diversion should be preferred over physical intervention, which is only to be applied as a last resort
- Staff should have good grounds to believe the 'immediate' action is necessary to prevent a student from injuring themselves, others or causing serious damage to property
- Every effort should be made to ensure the presence of additional staff before applying physical intervention
- Minimum force should be used
- Physical Intervention should be gradually relaxed as soon as it is safe to do so
- Staff must never act in temper
- Physical Intervention is to be talked through with the young person as soon as practicable
- All situations involving physical intervention is recorded in detail
- All physical interventions report will be completed within 24 hours of the incident and all necessary stakeholders made aware of the issues and outcomes

### **Team-Teach**

GDF adopt the Team-Teach approach. This provides Positive Handling Strategies with the explicit function of reducing the number of serious incidents and/or restraints. Learning outcomes and behaviour improve which in turn will enhance team-work, co-operation and morale. The Positive Handling Strategies have sufficient range and flexibility to be appropriate across the age and development range. They are applicable to both to students who are intentionally challenging and to those whose behaviour is born from short-term confusion and distress. Team-Teach enables staff to feel more confident and competent in their management of disruptive and "challenging" behaviour, reducing staff stress by increasing safety and security for all involved. However, Restrictive Physical Intervention (RPI) must be a last resort as some students can live in fear of it.

## **Pedagogic Styles and Methodology**

One of the factors affecting the educational development of students, indeed people in general, is their preferred style of learning. We each have preferences for particular ways of receiving information that helps us best process it. The tendency of SEND students is that they are more likely to rely on only one style of learning. A process of observation will be used to determine his/her primary style of learning. For example, if an autistic student enjoys looking at books (e.g., picture books), watching television (with or without sound), and tends to look carefully at people and objects, then he/she may be a visual learner. If an autistic student talks excessively, enjoys people talking to him/her, and prefers listening to the radio or music, then he/she may be an auditory learner. And if an autistic student is constantly taking things apart, opening and closing drawers, and pushing buttons, this may indicate that the student is a kinaesthetic or 'hands-on' learner. Generally, GDF will adopt a technical eclectic approach that is conceptually grounded, incorporates evidence based focussed intervention practices and is designed and implemented to meet the challenging needs of our students.

## **Therapy Development**

Upon receiving a referral (including a EHCP), GDF will identify not only if it can meet needs but how it will meet all identified needs. This will include the provision of all necessary therapies to support each student's learning and attainment including a speech and language therapist (SALT), Occupational Therapist (OT) as well as Psychological Therapies such as Arts.

## **Expectations of Therapeutic Provision**

The expected core provision includes the following specialist provision:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Psychotherapy (Mental Health and Wellbeing)
- Education and Clinical Psychology (clinical assessments, EHCP referrals and advice)
- Education Welfare
- Dyslexia Friendly Interventions

## **Provision**

To meet the differentiated provision objectives, therapeutic approaches and interventions are organised to meet the following requirements:

- General, whole school universal provision delivered in an integrated approach to learning, hence upskilling all staff, school wide via targeted professional learning (to include a range of assessments and interventions)
- Targeted and group therapy activities involving multidisciplinary events and activities on a scheduled planned basis
- Specialists to deliver clinical support in the areas of Speech and Language Therapy (SaLT), Occupational Therapy (OT), Psychotherapy (Mental Health and Wellbeing), Education and Clinical Psychology (clinical assessments, EHCP referrals and advice) and dyslexia interventions to individual students to meet the specific statutory requirements set out in an Education Health & Care Plan or as agreed by an Senior Leadership Team

## **A Differentiated Integrated Working Approach**

We require a well-managed differentiated (three levels of service) integrated working approach to therapy provision directed at maximising preparation for learning and learning activity. The volume and extent of provision will vary depending upon a management assessment of the average level of service

provision needing to be employed in the school. This approach is referred to as a “wave” or “blended” approach and is well developed in high needs special education provision.

### **Speech and Language Therapy (SaLT)**

Staffing provision of speech and language will be a core element of the therapy offer. Our approach is designed to be a differentiated integrated working approach to the needs of students managed and assured through individual schemes of delivery.

### **Occupational Therapy (OT)**

We expect staffing provision for Occupational Therapy to be identical to Speech and Language provision as core provision. The volume and extent of provision will vary depending upon a management assessment of the average level of service provision needing to be employed in each setting.

### **Psychotherapy**

Psychotherapists are employed to provide talking, play, art and music therapy. These approaches are proven to be useful in countering the difficulties that students have in understanding, processing, and communicating their emotions. Emotional factors can severely affect learning potential and in utilising a range of talking, play, art and music therapy students’ well-being will be enhanced.

### **Mindfulness and Sand Tray Therapy**

Trained staff will provide Mindfulness and / or Sand Tray Therapy activities, which complements the specialist therapies led by the SALT, OT and Psychotherapists.

Children and young people’s welfare is our highest priority and the progress and impact of the changes will be closely monitored the Senior Leadership Team.

We remain 100% committed to ensure that our students, on transition from GDF, can play a positive, productive and independent role within our British society.

We have a moral obligation to maximize the potential of every student and therefore minimise any potential future burden on the judicial system, housing, health and social care systems.

### **Health & Wellbeing**

We actively promote good healthcare. We support young people to remain healthy through the provision of information and guidance on health issues, including diet and sexual health. Towards this end, smoking is not permitted within GDF. We monitor and record details related to the overall health and wellbeing of each young person.

- Health history (past illnesses, operations, vaccinations, immunisations, allergies, developmental milestones, prescribed medication, current treatments)
- Diet including cooking and menu planning
- Exercise and keeping fit
- Dental care
- Optical care
- Sexual health
- Side effects of any medication

We have a written policy that clearly states our responsibilities and the procedures for dispensing and storing medication. Details can be found in the Health & Wellbeing for Students Policy.

We encourage that, wherever possible, a young person takes as much responsibility as they are able to manage their medication and general health needs.

### **Consulting with and Supporting our Students**

We encourage young people to take an active part in making decisions that affect their lives. Consultation with young people is viewed as an essential part of their care and development.

Young people are encouraged to attend all internal personalised planning meetings, Statutory Case Reviews and visits by their Social Worker. Families are consulted and involved in key decisions as appropriate. At GDF we follow a Person Centered Approach, thus allowing the young person to feel a sense of maturity and empowerment throughout these meetings.

Careful consideration is taken to ensure that a student's anxieties and concerns are addressed as much as possible prior to these meetings, so that the experience proves to be as positive as possible.

An open dialogue approach ensures all students have the opportunity to provide input and feedback regarding all aspects of school life.

### **Parent/Carer Communications**

Parents/carers are encouraged to be involved at all stages of their child's education, GDF has an 'open door' policy to parents/carers. Each student has a home-school diary which goes across all phases. Staff record information on each student every day and share with parents/carers. Similarly parents/carers can share details of their child at home via the diary. This daily two-way correspondence will allow both staff and parents/carers to be consistent in their approaches with students and to support each other toward common goals. Meetings between staff and parents/carers occur at least once per term to discuss their child's progress, share information, and priorities. A written report is sent home at the end of the summer term which outlines the child's progress. Parents/carers are consulted regularly and able to receive daily feedback through the Dojo app, as to their child's progress and/or significant incidents in school.

Home visits are conducted by request for some parents/carers. GDF may be geographically far from their home and they may struggle with transport access. The school will be flexible in building relationships with parents/carers. GDF recognises that parent/carers have valuable knowledge and skills with their own child that can be extended into the school environment. Similarly, the school is able to share its expertise, resources, and knowledge of the curriculum with parents/carers.

Consistency between home and school is vital in order for students to be calm, alert and able to learn in school and to ensure that skills learnt in either setting can be generalised.

### **Staff CPL & Performance**

GDF places great importance on recruiting and retaining high calibre staff that possess appropriate qualifications and experience. We have the freedom to determine our pay policy and rates and performance appraisal arrangements. We aim to appoint a staff team of mixed ages, gender and ethnicity, that will individually and collectively present as positive role models for the young people in our care. Consequently, we ensure there is a sufficient number of outstanding, trained staff deployed to meet the individual needs of our students.

## **Induction & Continuing Professional Learning**

GDF provides an induction for all new staff which will support their introduction to the school's provision of Professional Learning opportunities throughout the academic year. Professional learning will be based on individuals' needs, however, it is likely to include:

- The vision for our school
- Safeguarding
- Off site and enrichment activities
- The development of students' communication skills
- Working with parents/carers and our students' families
- Using the outcomes of assessment
- Designing and implementing teaching and learning programmes for students
- Learning styles
- Working with therapists in our school
- The school's Behaviour System

## **Performance Appraisal**

There is a rigorous programme for appraisal for both teaching staff and non-teaching staff. Performance Appraisal is an all year round process and not a one off annual review with a probing analysis of data and the evidence relating to teachers' standards. There will be no limit on the number of observations for each teacher. Pay and progression will not be automatic but dependent on the evidence of high standards reached and targets met. GDF has its own pay rates and own terms and conditions.

## **Training**

GDF ensures all staff complete an induction training package. Specific training is delivered based upon roles and responsibilities. The training package includes:

- Safeguarding & Child Protection
- Prevent
- Food Hygiene
- Basic First Aid
- Report Writing
- Communicating with Children
- Administration of Medication (if appropriate)
- Control and Restraint
- Fire Safety

The central focus of the school is learning – accelerating student progress and improving attainment through outstanding teaching within highly personalised and tailored social, emotional and academic programmes. All staff have an emphasis on:

- Reinforcing learning through fun, kinaesthetic, creative and technology based activities
- Social, emotional and empathetic support to all students
- Partnership working (including parents/carers)
- Behaviour management – systems and methodologies
- Therapy integration and alignment

## **Governance**

The GDF Governing Board (GB) comprises of a maximum of 12 Governors. The GB has operational control of GDF subject to the rights of approval, intervention and the limits of delegated authority.

There are expectations of high levels of engagement on the part of the GB with the school, so that Governors can properly and with authority and knowledge challenge the Principal and the other members of staff on the information provided to them, whether in written form or when speaking face to face. All Governors will therefore be expected to:

- make regular visits to the school during its working day to observe and acquaint themselves with the working practices of the whole school community and to inform themselves of progress in specific areas of the school improvement plan which justify particular scrutiny
- support occasions such as prize giving and drama, music and major sporting events
- undergo periodic training

These engagements give Governors a real “feel” for what is happening in the school, and enable Governors to meet with staff and parents in a relatively informal way, and so give Governors a good platform of understanding from which to be able to make judgements about the school in the course of their work as Governors.

There are link Governors for key aspects of the school's work as follows:

- Teaching and Learning
- and
- Safeguarding
- and
- Finance

The ongoing plans for the school include a significant focus on developing appropriate governance and accountability from the Governing Body of the school:

- A fundamental belief that society has a responsibility to provide the best possible facilities to ensure that virtually any child can be helped to realise their full potential whatever level that may be
- An in-depth understanding of what needs to be produced to help children with complex issues which were they to be ignored would have allowed many to be written-off
- Recognition that Governors and Leadership Team members in the school must work seamlessly together to deliver standards of education and care which are second to none

Whereas both Governors and employees at GDF have different roles and responsibilities which might encourage the creation of boundaries and demarcations, these have been broken down to the point where all stakeholders work together as one seamless team, led collectively by senior leaders and Governors.

Governors, parents/carers and school staff are individuals who bring special and specific skills to the table which are used to deliver success in everything we do by:

- Developing a vision that is understood by everyone which creates an environment of challenge and success in the minds of the young people, teachers (and support staff) and Governors
- Networking with business and local government groups
- Supporting national and international initiatives to build stronger relationships that will ultimately improve the opportunities placed before children to make their way in the world of work when they reach school leaving age

At the core of our endeavours is a feeling of team membership and collaboration between all members of the school in order that a clear understanding of the notion that all of our people (Governors, teachers,

care and support staff) will give of their best if they fully understand and accept the importance that their personal contribution plays in delivering quality teaching and support to our young people.

## **Appendix 1:**

### **HOW WE ACT IN PUTTING OUR PHILOSOPHY INTO PRACTICE**

#### **APPROACH**

Act as good role models to the students i.e. “do as I do” not “do as I say”.

Use descriptive praise in every interaction with a student.

Act in a consistent manner

Enforce simple and clearly defined rules and limits, fairly and firmly.

#### **FOR EXAMPLE**

Apologise when wrong, be punctual, dress appropriately, talk to students as you would wish to be spoken to. Use positive body language and tone of voice.

We can praise achievement, effort and qualities  
“You were brave to take a guess, even though you weren’t sure”  
“You tried and didn’t give up; you gave it your best shot”  
“You have stopped shouting at me and now you are listening” “Even though you are angry, you are not hitting. Your self control is improving”.

Follow routines, do what you say you will do, follow agreed practices; do not allow your own mood swings to affect your behaviour towards students. Do not favour or discriminate.

Do not allow rule-breaking, turning a blind eye, etc. Do not make rules too complicated – check that students have understood them before they are broken. Tell students you are enforcing

#### **WHY**

We are trying to teach alternative, more appropriate behaviours. Students need to learn that some adults do what they say. It is easier to copy what you see than what you are told about.

Descriptive praise is a way of giving detailed information about what we actually want. It means that we notice and mention the behaviour we wish to encourage. Students who are praised want to do more of the things that please us, in order to get our positive attention. As the praise describes what is actually happening, the student is likely to believe it and this is likely to increase their confidence.

Some students need to unlearn that adults cannot be trusted – by seeing that they can and that they are fair. Consistency gives students security (eventually), probably the most important ingredient for improvement and establishing relationships.

Students have often ignored or broken rules without anyone saying anything. Equally adults invent rules arbitrarily! This causes confusion and reinforces that adults are unreliable.

Speak to students in a clear, concise manner.	<p>them, rather than saying nothing and reporting them later.</p> <p>When giving instructions, keep them short – don't go on and on. Check that you are not using language which students cannot understand, or which, if taken literally, will be confusing. Don't use slang. Check students' understanding by asking questions, and get their attention before you give instructions/speak to them etc.</p>	<p>Consistently applied, rules make life more predictable.</p> <p>Students cannot always take in long talks or long words; it is sometimes too much information to process. Their attention span may be short. They may only remember the very last thing you said and you may gain a reputation amongst the students as a "waffler".</p>
Express disapproval of behaviour, never of the individual.	<p>"Stealing is an awful thing to do" rather than "You are an awful boy for stealing".</p>	<p>No one likes to be put down or labelled and where self esteem and self confidence are already low, such comment can be harmful and long-lasting.</p>
Give praise warmly, appropriately and sincerely at every opportunity. Describe the behaviour that you like.	<p>Notice and comment when students have done something right, or haven't done what they usually do wrong. Recognise even small improvements – do not wait for perfection.</p>	<p>Praise is good for everyone. Success breeds success and positive reinforcement of good behaviour is far more effective than negative reinforcement of poor behaviour.</p>
Be a fair and reliable adult. Avoid letting students down whenever possible.	<p>Turn up for work every day; be punctual, fair, and stick to your word. Keep students safe from bullying, put downs and any form of harassment etc.</p>	<p>We want students to learn to trust adults and have faith in them - this may be a new experience for them. Predictability = security = improvement.</p>
Refer to students, their parents, relatives or possessions in a positive manner, whenever possible, and always in a professional manner.	<p>Whatever you may think personally about these matters, only voice that which you would wish them to hear. Do not show prejudice towards anyone. Be the one to mention positive attributes – look for them. Always refer to students by their first name.</p>	<p>It is hurtful to students and destructive to relationships and is completely contrary to the need to build self-esteem and trust in adults. Parents, home, relatives etc. are often sensitive areas for students.</p>

Concentrate upon positives and what can be done, rather than the opposite.

Show tolerance towards students exhibiting negative behaviour, but you may show intolerance towards the behaviour.

Listen to students.

Be aware of individual needs and how they are being met.

Encourage students to compare their efforts and achievements, with their own abilities rather than those of others. Ignore minor negative behaviour and comment upon the positive behaviour you have identified. Where students do something wrong, remind them of all the good behaviour that has preceded it and acknowledge this yourself. Celebrate successes, however small.

Students are not rejected i.e. staff do not dismiss them because of the behaviour - but having dealt with the behaviour, assume a positive working relationship with them. Students are given another chance, and another and another – but staff may make it clear that they disapprove of the behaviour.

When students are in trouble ask for their version of what happened. Give students time – even if you have to delay it until later. Don't interrupt – check that you have heard correctly.

For each student in the school can you name two current, priority needs. Be aware of how the activity in which you are involved contributes to meeting needs of the individual/class group.

This helps build self-esteem, self-confidence, and trust.

Students may expect you to reject them – after all, many other adults before you have. To do so would merely confirm their own hopelessness and that adults don't really care for you, only if you're being good. Negative behaviour may be used to test you out – i.e. do you REALLY care?

The student's view of events is likely to be different from yours – you do not share their difficulties after all. It is a strong message that you value them. Students will not expect you necessarily to agree and just getting it off their chest may help.

If we do not meet the student's needs we are failing in our task. To meet them we have to know them and how they can be met.

Enable students to manage failure in a safe setting	Allow students choice, as appropriate, rather than making the decisions for them all the time. Allow them to take on as much as they think they can manage, rather than only what you believe they can manage. Look for opportunities where students can be involved in decisions which affect them.	Decision-making is part of growing up and moving towards independence. It can encourage students to view staff in a more collaborative rather than an authoritarian role. It can boost confidence through success and ownership and it provides the opportunity to teach students how to deal with failure in a constructive manner.
Plan your work for students. Then plan every other aspect of the school day.	Attention to detail often prevents difficult situations occurring. Think about classroom work, break times, meetings, assemblies, reviews, sports events, visitors. Difficulties often occur during transition times. Active supervision is crucial.	Events run better when they are planned. Planning is another sign from staff that students are important and valued. Needs cannot be met efficiently in an ad hoc manner. Students with chaotic backgrounds or life styles need order in their lives.
Behave respectfully. Act towards students in such a way that their respect and dignity are not threatened.	Be aware of your body language. Never mock or use sarcasm and avoid personal criticism and any criticism in public, if possible. Knock on doors before entering. Do not discuss students in front of others. Address students courteously and by all means expect this to be reciprocated. Show sensitivity and caring towards students who are distressed and unhappy whatever the actual causes or eventual outcome.	Students are often fragile individuals and cannot withstand attack. They are also young people with rights – even if they don't respect the rights of others at all times. They are other people's children in our care and we have no right to make their situation worse, only a duty to make it better.
Persevere with students, never give up on them.	After a problem always show that is over and that you bear no grudges or hard feelings towards students. Never refuse to have a student in your group. Start again as many times as necessary.	This gives a very powerful message that you are different from all those adults who have given up on them, and that you really DO care and value them as individuals.

Intervene to prevent or curb inappropriate behaviour

Stop fights, name-calling, swearing, running off, bullying or at least step in and tell students to stop. Express your disapproval of the behaviour. Follow school procedures having stepped in. Never ignore, unless it is minor. Divert wherever possible rather than confront. Look for signs and triggers and be proactive; act before it happens.

To do otherwise would be to abdicate your responsibility, and collude with the idea that the behaviour is acceptable. If you do nothing students will see you as weak and ineffective, as well as unreliable and unsafe. It is part of proving that as an adult you can be trusted and that you will uphold what is right. If you do not intervene, it is likely that the students' behaviour will deteriorate further until something more serious happens.

Allow and encourage students to grow and develop by having appropriately high expectations of them.

Give students progressively more difficult work to do in class or tasks to undertake out of class rather than allow repetition in safe areas beyond that required initially to provide success. Avoid giving simple work purely for ease of containment.

It shows you care and value students and that you have a high regard for their ability, possibly higher than their own. You owe it to them as an adult in this school. You may help them to surprise themselves as to just how much they can do – if pushed.

Take an interest in all students

Find out students' likes and dislikes, strengths, weaknesses, family background, sense of humour and interests e.g. musical, sporting, fashion. Talk to students about the positive areas and use your knowledge to start conversations and to build and cement relationships. Share your interests with them, if appropriate – but don't bore them!

Students are people and as such are unique, varied and interested in something. Taking this path differentiates you from all the other adults who perhaps have not taken an interest or listened.

**APPROACH**

Be positive, enthusiastic and aware of the need to motivate yourself and others.

Express your care for the students through the quality of your supervision of them.

**FOR EXAMPLE**

Make an effort to ensure that the work or activity is interesting or exciting and talk about it enthusiastically. Look for new ways to make the task exciting and interesting – be lively yourself. If appropriate, use a “carrot” or reward to get an unpleasant task done. Encourage students to try new activities and join in yourself.

Regularly “count heads” to check that the students for whom you are responsible are still with you. Follow up absences – check their authenticity. Follow school reporting procedures when a student is missing. Stay mobile around the school area in order to supervise. Don’t be gullible by accepting bogus excuses. Lay down clear rules, e.g. stay within 5 metres of me.

**WHY**

New activities can cause anxiety for students and unless they are encouraged they are more likely to opt out. If you are not enthusiastic about a new project, why should students be? If activities are new to students, they cannot have experienced failure in it previously and may therefore be easier to motivate.

You cannot actively care for students who are absent. Supervision is an element of the structure required to bring a degree of security to chaotic lives. Make school an interesting, caring and special place so that students want to be here.

**Appendix 2:**  
**AGE RELATED PROVISION**

**Key Stage 1 and 2:**

- Daily agility, balance and coordination exercises
- Outdoor activities with additional supervision
- Calming spaces
- Environment with significantly reduced sensory stimulus

## **PERSONALISED PROVISION**

### **COMMUNICATION AND INTERACTION**

- Personalised visual schedules and social stories
- Access to workstations
- 1:1 support (lessons and/or social times)
- Occupational therapy programmes
- Sensory integration programmes
- Speech and language therapy:
  - \* Assessment and monitoring
  - \* In class targets – jointly planned with staff
  - \* SALT support in class for identified students/may involve joint delivery of parts of curriculum
  - \* Language programme devised and monitored by SALT
  - \* Small group sessions: in or out of class, preferably jointly planned and delivered with other staff
  - \* 1:1 with therapist
- Personalised management of transitions between activities
- Environment with significantly reduced sensory stimulus
- Modification of language used to meet the needs of identified students
- Pre-teaching/revision of key subject-specific vocabulary

### **PHYSICAL DIFFICULTIES/SENSORY**

- 1:1/2:1 for moving around classroom/site
- 1:1/2:1 for personal care
- Staff trained in manual handling
- Mediation of visual / auditory environment
- Occupational therapy (class support, programmes, small group and 1:1 interventions)
- 1:1 supervision during movement around site
- Personalised PE and Art activities
- Sensory sessions
- Gross motor skills learning activities
- Fine motor skills learning activities

## **PERSONALISED PROVISION MAP FOR PRIMARY STUDENTS**

### **SOCIAL, MENTAL AND EMOTIONAL HEALTH**

- Individual behaviour plan
- 1:1 support in class
- 1:1 support during break / lunch times
- Intervention from Senior Management and Leadership Team
- Designated personalised 'Quiet Room' facility
- Sensory integration
- Staff trained in Team Teach
- Physical Interventions to prevent harm to self or others
- 2:1 Support
- Access to work rooms and work stations
- Mentor programmes
- Learning interventions around social skills, emotional literacy and self-esteem

### **MEDICAL NEEDS**

- Personalised and specific training for staff
- 1:1 support as advised by relevant medical professionals
- 1:1 support on trips
- Regular medicine administered during school day
- Separate medical room
- Access to medical support, advice via local GP
- Individual medical support plans/ risk assessments

### **COGNITION AND LEARNING**

- Literacy – personalised programme implemented Oxford Reading Tree and Big Writing Adventures
- Numeracy - personalised programme implemented i.e. Numicon
- 1:1 support – phonics learning activities
- Sensory integration

### **OTHER**

- Family Liaison
- Inclusion / Personalised programmes with 'other' providers
- Horticulture and animal husbandry
- Off-site vocational courses
- Music and Drama Therapy
- Individual personalised transition programmes to future school/FE/ training/employment placements

### Appendix 3: Need Descriptions

PRIMARY NEED				
	Specialist	Enhanced	Standard Plus	Standard
<b>Social/ Communication Interaction</b>	<ul style="list-style-type: none"> <li>• Pupil whose communication and understanding of the world is severely affected by the triad of impairment</li> <li>• Pupil has severely limited functional communication</li> <li>• Pupil exhibits frequent (daily) frustrations which manifests itself as violence and supervision is necessary to maintain safety</li> <li>• Social communication skills, which impact on all areas of learning and social activity including break times and lunch times.</li> <li>• Pupil exhibits unpredictable, sudden</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil has significantly limited social communication that causes anxiety and limits ability to manage emotions. These difficulties significantly impact on ability to sustain learning in a classroom environment</li> <li>• Pupil experiences regular high levels of distress and anxiety (at least 3 times per week) which may lead to 'acting out' behaviour or 'withdrawn behaviour</li> <li>• Pupil requires specialist intervention and a managed environment to cope</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil has limited functional social communication that causes anxiety and limits ability to manage emotions and needs and requires support to communicate successfully</li> <li>• Pupil exhibits rigid and inflexible thought patterns, which interfere with engagement in learning and make it difficult to cope with unexpected changes and events</li> <li>• Pupil shows signs of distress when faced with new people, places, events or when unsure what is</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil with specific social and communication disorder including able ASD/SCD pupils with developing social awareness but for whom the triad of impairment impacts on their understanding of the world</li> <li>• Pupil has difficulties forming and maintaining friendships with peers; can maintain simple relationships with guidance</li> <li>• Pupil may exhibit a range of unusual behaviours associated with social communication</li> </ul>

	<p>outbursts of challenging behaviours that jeopardizes the health and safety of self and others</p> <ul style="list-style-type: none"> <li>• Pupil displays persistently anxious and unpredictable behaviour</li> <li>• Pupil requires constant supervision to ensure safety and to support vulnerability, has no understanding of risks relating to social, environmental and physical aspects</li> <li>• Pupil may be high tech communication aid user</li> </ul>	<p>with change and transitions during the school day</p> <ul style="list-style-type: none"> <li>• Pupil exhibits rigid or obsessional behaviours and needs structure across the whole curriculum</li> <li>• Pupil may have hypersensitivity which may cause anxiety and distractibility and pupil requires environment with lower stimulus</li> <li>• Pupil communicates using limited range of signs and gestures and some key words</li> <li>• Likely to require lo-tech communication aids</li> <li>• Pupil is able to benefit from limited inclusion in mainstream with support</li> </ul>	<p>going to happen.</p> <ul style="list-style-type: none"> <li>• Pupils exhibit difficulty expressing feeling or needs</li> <li>• Pupil has difficulties understanding social and physical risks and their own vulnerability</li> <li>• Pupil has difficulties managing and sustaining relationships with others</li> <li>• Pupil may have severely disordered language and significant difficulty in receptive as well as expressive language</li> <li>• May need to use a range of signs and gesture to support spoken communication</li> <li>• Pupil is able to benefit from some inclusion in mainstream with support</li> </ul>	<p>difficulties</p> <ul style="list-style-type: none"> <li>• Pupil may show anxiety, distress or sensory needs which require access to a specialist environment</li> <li>• Pupil has difficulties recognising and communicating feelings and emotions</li> <li>• Pupil experiences social vulnerability due to lack of understanding and knowledge of social behaviour</li> <li>• Pupil may have moderate language delay and/or disorder in receptive and expressive language</li> <li>• Pupil is able to benefit from an inclusive approach to the mainstream curriculum with support</li> </ul>
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SECONDARY NEED				
	Specialist	Enhanced	Standard Plus	Standard
<b>Complex Needs including cognition and learning, health and sensory needs</b>	<ul style="list-style-type: none"> <li>Needs described under Enhanced descriptors plus needs in other areas of SEN such as health or sensory needs for example pupil may require essential and ongoing support and monitoring for healthcare procedure identified in a Health Care Plan</li> <li>Due to level of learning difficulties pupil has limited independence in managing self help interventions</li> </ul>	<ul style="list-style-type: none"> <li>Pupil has severe learning difficulties</li> <li>Cognitive skills as measured by standardised assessments are below 1st centile)</li> <li>Pupil exhibits very slow rate of progress despite a high level of specialist intervention</li> <li>Pupil may require essential and ongoing support and monitoring for healthcare procedures identified in a Health Care Plan</li> <li>Pupil able to benefit from limited inclusion in mainstream with support</li> <li>Requires small group with individual support for most of</li> </ul>	<ul style="list-style-type: none"> <li>Needs described under Standard descriptors plus needs in other areas of SEN such as health or sensory needs for example pupil may require essential and ongoing support and monitoring for healthcare procedures identified in a Health Care Plan</li> <li>Pupil able to benefit from some inclusion in mainstream with support</li> </ul>	<ul style="list-style-type: none"> <li>Pupil has Moderate Learning Difficulties</li> <li>Pupil has significant difficulties across all areas of the curriculum, working outside of the programme of study for their key stage in all core subjects (English, maths, science)</li> <li>Pupils has significant delay in reasoning, problem solving, attention and concentration skills</li> <li>Cognitive skills as measured by standardised assessments are Below low average range (1st – 2nd centile)</li> <li>Communicates using spoken language,</li> </ul>

		the school day		occasionally using a range of signs, gesture as well as words <ul style="list-style-type: none"> <li>• Able to benefit from an inclusive approach to the mainstream curriculum with support</li> </ul>
<b>SEMH / Challenging Behaviour</b>	<ul style="list-style-type: none"> <li>• Emotional needs lead to violent, unpredictable and prolonged behaviours that disrupt teaching groups and jeopardise the health and safety of self and others</li> <li>• Pupil is involved in frequent (daily) incidents</li> <li>• Pupil targets other children and/ or staff, not aware of the consequences of their behaviour on others</li> <li>• Pupil is not able to self-regulate emotions and/ or behaviours without intense,</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional needs lead to challenging, behaviours that disrupt teaching groups and jeopardise the health and safety of self and others</li> <li>• Have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers</li> <li>• Pupil has needs including impulsivity and unpredictability, which can place the pupil and others at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil constantly challenges rules and shows persistent resistance to adult intervention to help them manage their behaviour</li> <li>• Have significant difficulties related to level of concentration, engagement and participation in learning</li> <li>• Pupil may have mental health needs including attachment difficulties leading to attachment seeking or avoiding behaviours. They may impact on</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil requires support to interact appropriately in structured and unstructured times</li> <li>• Pupil may be withdrawn, timid, in need of nurture</li> <li>• Pupil may show anxiety, distress or regular challenging, attention seeking behaviour</li> <li>• Pupil regularly fails to engage with appropriate learning, is 'off task' for much of the time unless supported</li> <li>• Pupil has emotional</li> </ul>

	<p>individual support.</p> <ul style="list-style-type: none"> <li>• Pupil has mental health needs; for example this may include attachment disorder, depression, self-harm</li> <li>• Pupil may exhibit sexually harmful behaviours and/or vulnerability to child sexual exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty managing emotional responses, exhibits regular mood swings</li> <li>• May display some inappropriate sexualised behaviour</li> </ul>	<p>the ability to build and maintain successful relationships with adults and peers</p>	<p>needs which are impacting on attitude and approach to learning</p> <ul style="list-style-type: none"> <li>• Pupil has difficulty with concentration, engagement and participation in learning; this maybe as a result of for example fear of failure, or low self-esteem</li> </ul>
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Increase or decrease in band allocation is agreed if within a single area of need there is evidence of more or less significant need or there is an increase or decrease across a range and complexity of need. The principles of 'best fit' will apply.