

In Sutton, as in other local areas, we have commissioned places that local authorities fund from the High Needs Block for children and young people with Education Health and Care Plans (EHCPs) in either resource based provision in mainstream schools, in special schools or in alternative provision (AP).

We have developed and implemented Commissioning Agreements with our specialist providers so that there is shared understanding and clarity regarding what each setting provides through commissioned places. Within these commissioning agreements there is a 'statement of provision' which sets out in detail what the provider offers and what pupil needs can be met.

School, date and collaborators	Sherwood Park School - Hill Campus AR, DM		
Provision	Autism Pathways 3,2,1		
Who for	<p>This pathway is for autistic children & young people aged 4-19 years whose learning is significantly impacted by their social, emotional and /or communication differences affecting all areas of life, across all contexts. This cohort is split into three discrete pathways in order to address the specific range of strengths and needs of our autistic learners. These children need facilities to address their complex individual differences in sensory, emotional and learning capacities</p> <p>All pupils have an EHCP which covers all areas of learning (Cognition & Learning, Communication & Language, Social Emotional & Mental Health and Physical & Sensory)</p> <p>Can present as significant difficulties with shared attention and engagement (strong personal preferences and difficulties shifting attention to less preferred activities) or as behaviours that challenge the adults supporting them (self injury, injury to others, absconding, grounding, significant destruction to property). Self-regulation, social communication, engagement, participation and daily living skills are a priority in order to develop their safety around others and to develop their independence in preparation for adult life.</p>		
Who for	PATHWAY 3 (Blue)	PATHWAY 2 (Purple)	PATHWAY 1 (Turquoise)
Who for: Cognitive working level	<p>Working towards or within National Curriculum Levels in specific subject areas.</p> <p>significant difficulties shifting away from preferred interests and coping with change. demands are highly anxiety provoking</p> <p>Sometimes have limited spatial and problem solving skills that limit their motor and self help skills.</p>	<p>Varying degrees of learning ability, within the range of the P-levels, although we also have a small number currently who are working slightly above the P-levels in some areas of learning.</p>	<p>significant and profound individual differences and complexities. Adults supporting them struggle to adapt their interactions and environment to meet their needs meaning their lived experience is one of high levels of stress, anxiety and trauma in all contexts. This impacts heavily on their learning ability.</p>
Who for: Attention and Self Regulation	<p>have difficulties using adaptive sensory, physical and communication strategies to manage their emotions and get their needs met throughout the day.</p>		
	<p>have difficulty maintaining a regulated state when coping with big emotions and / or when being asked to move away from their preferred activities and interests.</p>	<p>find maintaining a regulated state in most environments very challenging</p> <p>have very limited shared attention, significant difficulties with regulating their sensory and emotional needs and a reduced ability to interact and communicate with others effectively</p>	<p>often cannot maintain a regulated state in any environment</p> <p>very limited shared attention &/or significant difficulties with accepting adult support to regulate their sensory and emotional needs and</p>

			reduced ability to interact and communicate with others effectively
Who for: Verbal Communication	Most of these learners are verbal communicators	often have limited or no verbal communication skills and on entry have limited adaptive communication strategies and no robust method of communication. They often communicate best with augmentative communication.	Most have limited or no verbal communication and those that do are unable to use language when anxious and stressed. On entry have limited adaptive communication strategies and often have no robust method of communication
Who for: Challenging Behaviours	All of these learners use maladaptive strategies (behaviours that challenge) due to their individual differences that limit their ability to effectively communicate their emotions and to get their needs met across the day. The extent of these is variable, depending on the learners.		
Who for: Relationships	come with limited skills for play, social interaction and social engagement Many of the learners in this cohort are motivated to interact with others and can form small friendship groups with adult support. their significant social and emotional difficulties and skills gaps have a profound impact on their ability to work alongside their peers.	come to us without many successful relationships outside of their family Many enjoy interacting with others for brief periods but often require adult support to socially interact with peers and require time on their own to regulate around social interactions.	come with few successful relationships outside of their family Many of the learners in this cohort struggle with accepting adult support to regulate their sensory and emotional needs and with engaging and interacting with others. Often social interactions are highly stressful and anxiety provoking
Who for: Multi disciplinary team requirements	require an on-site highly specialist, trans-disciplinary team of people which includes them and their parents to collaborate and design strategies and programmes that support the child effectively to feel safe and to develop meaningful skills The majority of the mental health needs of learners on this pathway can be well supported with collaboration and active involvement of specialist outside agencies. The lack of accessible tier 4 CAMHS support does limit the offer at times.	As per LHS plus: Significant difficulties with well-being affecting their ability to be comfortable within their environment and around others. Bespoke services designed by a trans-disciplinary, multi agency team applied in the moment facilitated by highly experienced staff.	
Who for: Other:	<ul style="list-style-type: none"> No other school in the area is currently able to meet their educational, therapeutic or support needs 		
	<ul style="list-style-type: none"> They have often been excluded from previous provision 	<ul style="list-style-type: none"> There are limited services that can meet their needs outside of school 	As per LHS plus: Nationally the children in this pathway are statistically the most at

		<ul style="list-style-type: none"> • Many families report to us that they are struggling to cope and support their child • Respite is required but often limited due to the lack of respite provision available for this cohort. • These children need a purpose built, low or modified arousal environment with facilities to address their complex individual differences in sensory, emotional and learning capacities 	<p>risk of physical and emotional abuse through removal of human rights (false imprisonment), seclusion, exclusion (including missing education) and physical restraint. They regularly have difficulties accessing basic health services such as vaccinations, check-ups and dental screening. There is also a lack of services designed to meet their complex needs meaning that essential services such as short breaks, respite and out of school activities are not available, compounding the difficulties.</p>
<p>What we provide:</p>	<p>Highly specialist environment: Sherwood Hill Campus is a purpose built school to cater for the specialised learning needs of autistic children and young people. The school has been designed to be a low arousal environment with calming acoustics. There are 12 teaching rooms designed for up to 5-7 children. These are split into 3 quadrants with 4 classes in each. Each quadrant has 3 with quiet rooms. In the primary quadrant these are directly attached to 3 of the 4 classes and in the secondary and post 16 quadrants the 3 quiet rooms are immediately outside the classrooms. All classes have access to these quiet rooms for learning and regulation. There is a purpose built sensory room, soft play room, sensory gym and regulation room with access to suspended equipment. These facilities are accessible throughout the day not just on a booked basis or for therapy. There is also a hydro-pool. Outdoor areas include early years play grounds, inset trampolines, birds nest swings and a multi-purpose games area. Children access the swimming pool on the Sherwood Park Campus if their complex needs mean that they are unable to safely access community facilities.</p> <p>There is a focus on equipment and resources that are supportive for autistic children and young people, including regulation equipment (specialist swings, gym balls, weighted & deep pressure equipment, chewys, sensory toys & quickshift music etc), transactional supports (visuals, now-next-then boards etc) and highly specialist communication systems (low tech & high tech)..</p>		
<p>Highly specialist education offer</p>	<p>We prioritise the development of co, mutual & self regulation, engagement, communication and life skills. We work to ensure that we use autism friendliness (Autisme Cntrraal) and that we implement a range of approaches that are relationship based, individualised, trauma informed, neuroscience aligned and biologically respectful. These include:</p> <ul style="list-style-type: none"> • Social Communication, Emotional Regulation and Transactional Supports (SCERTS) framework • DIR Philosophy & Floortime, Intensive Interaction and Attention Autism • Low arousal approach • Well-being & regulation focused behaviour support • Regulation profiles, Self-Reg, Autism Level Up, adapted Zones of Regulation • Sensory interventions including Therapeutic Listening and principles of Ayres Sensory Integration theory & practice, sensory circuits & Sensory Stories, rhythmical movement, • Yoga and mindfulness 		

- Total communication approach, aided language stimulation and use of robust augmentative and alternative communication (AAC) systems (low tech e.g. core vocabulary boards & high tech e.g. Proloquo2go, LAMP), Makaton and objects of reference.
- High level of transactional support including; visual time-tables, 'now, next & then', visual schedules
- Social Stories, Comic Strip Conversations, Talking Mats, TEACCH
- Environmental and task adaptations & video modelling
- Forest School, outdoor school and community access
- Assistive technology
- Parent coaching

Our universal provision empowers school staff and parents to use a range of best practice teaching and therapy strategies and techniques embedded within daily routines to ensure high quality support for all children and young people at Sherwood Park.

- This includes wellbeing support; promotion of communication and regulation friendly environments, techniques and strategies; whole school support and development (e.g. teacher, therapy and parent training); teaching & therapy input within policies and documents; curriculum development, provision mapping and planning.
- Teaching staff work collaboratively with therapy staff ensuring that we place regulation, engagement, communication, social skills, motor development and life skills at the heart of learning within our provision.
- To provide staffing ratios that enable independence whilst achieving high aspirations for progress in learning

Our targeted teaching provision has two aims:

1. To build learner capability through modelling specialist strategies and delivering more intensive interventions and programmes (these may be new to the learner / school). This allows for embedding more individualised teaching and therapy strategies into the child/young person's daily life. This supports new approaches and interventions to become universal within the whole school team over time and reduces the need for specialist provision. This includes:
 - Interventions that have been established with the help of an OT or SaLT but have become self sustaining within settings (e.g. regulation curriculum, sensory circuits, visual supports)
 - Strategies delivered by school staff or parents with ongoing support from the therapist (e.g. video modelling to develop independence skills, therapy programmes and modelling of AAC)
 - Providing additional training to upskill the team/parent for them to continue supporting the development of new skills in the learner/group of learners
 - Intervention from the experienced teachers and the Well-being Team to assess, trial and monitor strategies that can be delivered by staff, assistants or parents.

All of our learners receive this level of support at different times and different levels of frequency / intensity.

2. To enable a learner to safely access a class group in order to meet our high aspirations for their learning potential. Without this level of support the learner may also cause significant disruption to the learning of others
 - for learners who need in the moment support with their regulation, shared attention and engagement in order to access learning in a class group.

	<ul style="list-style-type: none"> ● 1:1 targeted support across the day to enable the learner to participate in group learning where otherwise they may become highly anxious, distressed or be unable to communicate their needs effectively. <p>Our specialist teaching and therapy provision offer has two aims:</p> <p>1. To collaborate and develop bespoke, highly individualised, specialist transdisciplinary education delivery. This provision requires highly specialist teaching staff working with members of the wider team. This always involves:</p> <ul style="list-style-type: none"> ● The development and use of highly specialist teaching and therapeutic interventions through complex assessment, primarily focused on increasing feelings of safety within the learner, developing trusting relationships with adults and improving their capacity to cope with learning across contexts. ● Specialist well-being support to improve well-being and reduce risks to the learner and / or those around them ● Working closely in collaboration with the family and within a wider multi-agency team to increase their autonomy and independence across contexts. <p>2. To support a learner to really feel safe in their environment and learn to develop trusting relationships with adults.</p> <ul style="list-style-type: none"> ● Teaching & therapy staff work directly with the learner in collaboration with outside agencies to provide highly specific, specialist and effective interventions in the moment and in the most appropriate environment in order to support the development of regulation and communication skills, shared attention and safe problem solving. ● This level of support requires 1:1 at all times and often 2:1 at times of crisis or to access the community safely. ● All learners receiving this level of support require significant therapeutic interventions and transactional supports embedded into their curriculum throughout the day to enable them to learn effectively. 		
<p>A highly individualised offer for Autistic learners with extremely high support needs</p>	<ul style="list-style-type: none"> ● Small group (class) learning at times but supplemented with high levels paired work and time working away from others ● high adult to student ratio with support as needed during the day ● 1:1 support as needed to introduce new concepts or to reinforce skills. ● learning support assistant on a 1:1 basis to co-regulate and teach adaptive regulation and communication strategies in the moment where needed. ● a small number are taught independently, where being around their peers is initially 	<p>As per LHS plus:</p> <p>require modelling & high levels of adult support to regulate, engage in learning and interact with adults and their peers.</p>	<p>The learners on this Pathway cannot fit into a prescribed set of rules, strategies and behavioural expectations. We provide:</p> <ul style="list-style-type: none"> ● a completely adapted, bespoke environment and teaching style ● individually developed set of pedagogy and support strategies. ● high levels of focused 1:1 support and short periods of paired / small group work to ensure their individualised learning needs can be best met, to introduce new

	too anxiety provoking for them. This is generally linked to a history of trauma.		concepts and to reinforce skills
Extremely high levels of specialist adult support	Our trans-disciplinary team is trained in a wide range of specialist evidenced based teaching and therapeutic approaches. Our team of on site therapists (occupational therapists and speech & language therapists) work collaboratively and seamlessly with teaching staff in order to ensure embedded practice throughout the school. A clear universal, targeted and specialist provision offer for teaching and therapy ensures that all learners receive the support they need to enable them to access learning. Specialist well-being support is required at times by the majority of learners		
	<ul style="list-style-type: none"> a significant focus on universal and targeted provision to build the capabilities of the learner to develop the skills to cope adaptively in a small group environment with high levels of support. Specialist provision is required to enable integration as part of the group, particularly from therapy services A small number of learners receive bespoke support outside of the class environment and to support reintegration 	<ul style="list-style-type: none"> a significant focus on universal and targeted provision to build the capabilities of the learner to develop the skills to cope adaptively in a small group environment with high levels of support. Specialist provision is required for a number of these learners to enable them to cope in the class group 	<ul style="list-style-type: none"> a significant focus on increasing the knowledge and skills of the supporting staff team so that they can build the capabilities of the learner to accept co-regulation from adults and reduce anxiety, stress and/or disengagement in order to access reduced support at targeted and universal level in future
Aims/Outcomes	All learners receive a comprehensive trans-disciplinary assessment in collaboration with parents and carers from which priority outcomes and aspirations for the key stage are set. On-going assessment takes place throughout the year as staff are skilled in observation and assessment which enables them to dynamically respond and adapt to small changes in the pupil's ability, ensuring progress across all areas of the curriculum. Outcomes are formally reviewed at the end of each key stage and at the learner's annual review of their EHCP. This is supported by qualitative assessment and observations by the teaching and therapy staff, supplemented by quantitative data from trans-disciplinary and discipline specific standardised assessments, Mapping and Assessing Personal Progress (MAPP), Bsquared and Therapy Outcome Measures (TOMs). The long term EHCP outcomes are broken down into personalised learning programmes (PLPs) which are reviewed and updated as part of our transdisciplinary assessment process at the end of each team in collaboration with parents		
	<ol style="list-style-type: none"> The young person has gone from only being able to access a limited number of environments to being able to access a wider range of preferred experiences, activities and services. The young person is able to live a life without high levels of stress and anxiety and has developed successful methods to support 	<ol style="list-style-type: none"> The young person has gone from being highly anxious in all environments and therefore being only able to access very 	

	<p>their own well-being, regulation and communication when effectively supported by others to varying degrees.</p> <ol style="list-style-type: none"> 3. The child / young person has learnt to develop successful transactional relationships with those supporting them in a range of environments. This enables them greater active citizenship and meaning in their life. Our learners supported at universal level will also actively engage in social experiences and will enjoy socialising with a number of peers in a range of settings 4. The young person has moved from having little control or autonomy in their life to being able to more successfully advocate and communicate their choices for adulthood using adaptive behaviours, regulation and communication methods. <p>As a result the young person will</p> <ul style="list-style-type: none"> • Have a much improved quality of life offering a wide range of opportunities • They will be included more socially within their community and may have a small number of people they call friends • They are able to advocate for their own safety and independence to varying degrees with adult supervision and support • Be more likely to be a to remain living at home or locally with greater independence • Have a wider range of options for support and access to services/activities • Our learners at a universal level of support will actively participate in a range of local vocational experiences in adulthood 	<p>limited secure environments to learning to feel safe in school. They can then transfer this learning to other environments in order to access a wider range of activities and services safely.</p> <ol style="list-style-type: none"> 2. The young person is able to live a life without high levels of stress and anxiety and has developed successful methods to support their own well-being, regulation and communication when effectively supported by others. 3. The child / young person has gone from having limited trusting relationships outside of the home to developing successful transactional relationships with those supporting them in a range of environments. This enables them greater active citizenship and meaning in their life 4. The young person has moved from having no control or autonomy in their life (manifesting itself in significant behaviours that challenge) to being able to more successfully advocate and communicate their choices using adaptive behaviours in preparation for adulthood.
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Student Numbers:	Approximately 7/8 learners	Approximately 42	Approximately 27
Numbers of classes	<p>This varies depending on the cohort. This currently involves the following:</p> <ul style="list-style-type: none"> • 1 class for learners in this pathway (maximum of 7 pupils) <p>It is likely that these learners will attend a different provision in future as we only have this one cohort</p> <p>A small number of these learners also require additional specialist provision as provided in ASD pathway 1</p> <p>Access to and transition between pathways, is supported (enabled) at an individualised level. Some children will access different parts of different pathways as and when appropriate to develop skills.</p>	<p>This varies depending on the cohort. This currently involves the following:</p> <ul style="list-style-type: none"> • 7 classes for learners in this pathway (maximum of 7 pupils per class) • A few learners supported at targeted level are attached to a class with learners from pathway 1 related to their specific needs and abilities <p>Access to and transition between pathways, is supported (enabled) at an individualised level. Some children will access different parts of different pathways as and when appropriate. Staffing levels would usually stay the same if moving from path 1, but may require less intensity while the learner's stretch and challenge would increase.</p>	<p>This varies depending on the cohort. This currently involves the following:</p> <ul style="list-style-type: none"> • 4 classes for learners in this pathway (maximum of 7 pupils per class) • Some learners are educated away from class groups, in a bespoke 1:1 environment or attached to a class with learners from pathway 2 • Many learners in this pathway will move onto pathways 2 or 3 during their time with us. <p>Entirely individualised, bespoke learning programmes, designed</p>

	<p>Teaching hours -primary model of tutor group (teacher remaining with the class in all lessons) = 5 hours (9.15 -3.15)</p> <p>Taught week is: 25 hours less 3 hours PPA</p> <p>Some student's staffing support may reduce for parts of the lunch period but very close supervision, plus access to individualised regulation strategies are required. A small number of this cohort will require 1-1 through the whole of the lunch period.</p>	<p>Teaching hours (primary model of teacher remaining with the class in all lessons) = 5 hours</p> <p>Some student's staffing support may reduce for parts of the lunch period but very close supervision, plus access to individualised regulation strategies are required. Some of this cohort will require 1-1 through the whole of the lunch period.</p>	<p>and delivered by highly experienced trans-disciplinary staff. In this pathway, every child's timetable is individually adapted in the moment in response to the learner's needs.</p> <p>Teaching hours (primary model of teacher remaining with the class in all lessons) = 5 hours (9.15 -3.15)</p> <p>Currently 19 pupils require 1-1 through the whole of the lunch period. 9 pupils can cope with 1:2 during the lunch period</p>
<p>Support staffing (per week per class on average)</p>	<p>Each learner is supported by the class team which includes the teacher, senior teaching assistant and teaching assistants throughout the whole week</p> <p>Lunchtime support assistants (2 LSAs for a class) are required for 1.5 hours each for every day to support lunch breaks (ie 1.5 hours per 2 lunchtime assistants for 5 days so 15 hours a class) .</p> <p>PPA is covered by Senior TA with additional TA support. Different levels of PPA across the pathways with 45 hours in total across teaching staff: 3 hours per week for pathway 3; 27 hours per week for 7 teachers pathway 2; 15 hours per week for 4 teachers pathway 1.</p> <p><u>Well-being team support – across these pathways and the SLD/PMLD pathways</u></p> <p>This time is used flexibly to support community access and provide on site well-being support and well-being monitoring throughout the school day.</p> <p>Additional 1:1 support is required for some learners to access the community or for support in a crisis for pathways 2 and 3, with 2:1 for pathway 3.</p> <p>Wellbeing support is used across the campus providing whole school support for learners in crisis, supporting regulation and wellbeing during community access and enabling complex learners to access new learning opportunities and experiences – deployed by the Wellbeing lead, in conjunction with the AHT and based on behaviour data / progress data and professional judgements (The highest proportion of these hours are used for our most complex learners (S) across all three pathways).</p>		

	<p>1 Wellbeing Lead FTE at Unqualified teacher level. 30 hours (approximately a third of this time is allocated to children on our SPC in our SLD & PMLD pathways)</p> <p>3.5 FTE Wellbeing Practitioners posts at Senior Teaching Assistant (STA) level (1 substantive but being used as STA in class due to finance plus 2.5 vacancies – unfilled due to finance).</p> <p>1 FTE therapy assistant (ThA) providing therapy support for community visits and well-being cover 36hrs per week (direct & indirect)</p> <p>The wellbeing support is utilised in the following ways:</p> <ul style="list-style-type: none"> • 4 FTE - 3.5 TA/well-being lead & 0.5 ThA - Supporting access to community visits where additional support is required as part of the risk assessment or to support learning (Allocation = 1 hr per week if key stage 1 & 2, 3 hours per week if key stage 3 & 4, 10 hours per week if Post 16) • 1.5 FTE - 1.0 TA/WB lead & 0.5 ThA - Providing teaching & parental well-being support, data monitoring, well-being meetings 		
	<p>Currently there are 7 learners to 5 staff including the teacher</p> <p>The above is our only class like this so this is the norm and so these figures are based on the individuals currently in the class. Currently 3 require 1:2 funding (U), 2 require 24hrs (T) and 3 require 30hrs funding (S). This includes the teacher.</p>	<p>On average, there are 6/7 learners to 4/5 staff including the teacher</p> <p>The below is what we offer these children on this pathway as universal even when we haven't been funded for it (hence why we are in a deficit – although most now have an additional top up which is very helpful).</p> <p>The top up is needed to ensure children safe and make progress. Previous to this year the school based the staffing on support staff on a general overview of what SLT thought each class needed, asking for add top up for specific children. We now have a more scientific method of assessing each child's needs (targeted 1-1 in teaching hours / teaching hours plus some lunch), specialist (1-1 30 hours) and universal (largely 1-2)). This is now how we work out our timetable and is also how we will assess if we are able to meet needs against the funding coming in.</p> <p>Currently 23 require 1:2 funding (U), 13 require 24hrs funding (T), 3 require 30hrs funding (S) (see below) This includes the teacher</p>	<p>Most require 1:1 support throughout the whole school day from these members of staff (30 hours per week). Some continue to require pathway 1 but are in the transition to pathway 2 therefore coping with more targeted support</p> <p>Currently 19 require 30 hours of support & 9 require 24 hours of support (see details below) This includes the teacher who rotates which pupil they are with.</p> <p>Well-being is additional to this, though currently not able to provide this (vacancies unfilled due to finances).</p> <p>NB we are provided with additional top up for all these pupils now (which I am very grateful for), but this is still a more expensive model than our SLD or PMLD pathways for the school by quite a sum.</p>

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Curriculum adaptations	<p>Our Autistic pupils in this pathway access the following curriculums depending on their age and level of ability:</p> <ul style="list-style-type: none"> • The Early Years Foundation Stage Curriculum • Equals Informal &/or Semi-Formal Curriculum • Post 16 Curriculum (based on the Equals curriculum) <p>The Equals curriculum is a nationally recognised process-focused, evidenced-based curriculum, designed to meet the needs of people with severe learning disabilities. This is mapped to the national curriculum and allows our trans-disciplinary team to plan and develop highly individualised and targeted learning experiences that enable us to prioritise key areas that will most impact on the life experiences of learners. Much of the curriculum is focused on tangible learning and in the moment, targeted learning experiences that enable learners on this pathway to progress and achieve in key areas that will have the most impact on their life experiences now and in the future. The semi-formal curriculum can be mapped to the national curriculum, but with five key subjects identified as:</p> <ul style="list-style-type: none"> • Wellbeing (additional regulation curriculum) • Play and leisure. • Communication • Thinking and problem solving • Independence. <p>Additional subject areas include:</p> <ul style="list-style-type: none"> • The world around me • Creativity • Outdoor learning (Forest school) • Citizenship • My Future. 		
Enrichment / social activities	<p>Access to:</p> <ul style="list-style-type: none"> • Weekly swimming sessions at our sherwood park campus or in the community pool • Planned or ad hoc access to our hydro pool for well-being and regulation • Step into dance • Yoga & mindfulness • Weekly (primary), twice weekly (secondary) and daily (post 16) access to the community to practice travel and road safety and learn independence /vocational skills • Termly trips to chosen activities e.g. Leisure Centres, Trampoline Parks, theme parks, seaside as appropriate for pathway. • Options for residential trips for Post 16 learners <p>Pathway 3 and 2 also can access: .</p> <ul style="list-style-type: none"> • Options for residential trips for KS4 learners • Duke of Edinburgh Award. • Limited after school clubs. (due to cost of running with high staff ratios) 		
PfA	<p>The entire curriculum is mapped to the PfA, with the Post 16 curriculum directly mirroring the main areas of the PfA. All learning (Personalised Learning Programmes) is designed to support holistic learning against the PfA pathways and each learner's EHCP. Progress against this learning is charted termly and annually.</p>		

	<p>By the time they leave, learners will all have completed comprehensive transition programmes at their new education and vocational provision. . Nearly all will have gained accreditation in units of the EQUALS Moving On curriculum which encompasses vocational skills, independent living skills and world studies.</p> <p>Liaison with Social Care services, from when a young person reaches year 9, enables information to be shared and processes put in place early to set up and sustain respite opportunities, social inclusion and leisure groups as well as housing options that may enable a young person to remain in the family home for longer, or move out into supported accommodation with peers.</p> <p>Friendships between learners are nurtured, as well as relationships between parents and carers, so that they can continue to flourish beyond the classroom.</p> <p>Upon leaving Sherwood Park, all learners will have completed some real-life work experience and/or some volunteering work in an area that interests them. This can take place in many different forms, such as work tasters, volunteering, a one-day-a-week work placement or a supported internship. The completion of a Vocational Profile will enable a smooth transition to Further Education and will enable their learned skills and aspirations to be built upon and developed.</p>	
<p>Likely destinations or pathways</p>	<p>Most learners in this pathway will go on to</p> <ul style="list-style-type: none"> ● further education colleges, ● highly supported employment or ● community engagement with a social care package of support and a Personal Assistant. <p>They are all likely to need lifelong support to varying degrees in order to lead fulfilled and integrated adult lives. A number of these pupils will go on to some form of supported living.</p>	<p>Some learners in this cohort go on to Further Education with a highly bespoke package of support to build upon the independence skills gained.</p> <p>Learners are likely to need high levels of lifelong support to live safe, integrated adult lives</p> <p>All of these learners will leave with a primary method of communication to enable adults to support them effectively. Individual preferences and motivations are prioritised. . We aim to give our learners strategies to cope with high anxiety and stress in an adaptive way which are highly supported by the familiar adults working with them</p>
<p>Therapies – provision and any comments</p>	<p><u>Education Therapy Offer</u></p>	

Our trans-disciplinary approach is essential for the outcomes of our learners. All learners attending our school need a therapeutic teaching & learning offer embedded across the provision in order to meet their complex needs. Therapists sit at all levels of our organisation (senior leadership, wider leadership, class teams) to ensure a fully embedded approach to learning is achieved.

The therapy team is managed on site by one of our Senior Leaders who is a therapist by background. This is funded by the school to ensure that the therapy offer and therapy provision is integrated fully within the development plan of the school. The therapy staff are provided by Cognus Limited and there is close collaboration between the school therapy lead and the Cognus Therapies Team Manager to ensure an effective and seamless service.

The team consists of a team of Occupational Therapists (OT), Speech & Language Therapists (SaLT) and therapy assistants who have knowledge and experience of working with Autistic learners. The team follows a holistic therapy approach, where therapists work alongside families and teaching staff to embed therapy outcomes and interventions into meaningful, functional activities within the home and school environment. Therapists are allocated by class cohort and provide interventions at whole school, whole class and individual learner levels.

Therapy hours are allocated across the year giving the therapists time to provide high levels of support at times of crisis or distress in order to develop collaborative strategies and programmes of support, or to support specific areas of need as they arise at a level of intensity suitable to need.

A high level of indirect time is added for complexity and this is used to support multi-agency meetings and interventions and support our universal offer which includes parent and staff training, curriculum development and well-being support.

Additional Therapy on Offer

We have a range of additional therapies on offer. This includes music therapy, art therapy, pet therapy, sound therapy, and we have a plan for introducing Rebound therapy – access to these will be based on safeguarding needs, pupil premium and achievement data

NHS Support

Learners may require NHS support which includes physiotherapy, speech and language therapy (specifically around dysphagia) and school nursing support depending on their needs. This support is embedded into the curriculum and learning wherever possible.

<p>Average individual support:</p> <ul style="list-style-type: none"> Between 12-24 hours per year of direct OT Between 7-18 hours of direct SaLT 	<p>Average individual support:</p> <ul style="list-style-type: none"> Between 12-24 hours per year of direct OT Between 7-18 hours of direct SaLT 	<p>Average individual support, usually from our most experienced clinicians:</p> <ul style="list-style-type: none"> Between 18-36 hours per year of direct OT Between 12-24 hours per year of direct SaLT.
<p>Y8 - 2 Y9 - 2 (1)</p>	<p>YR 1 - 2</p>	<p>YR 1 - 1</p>

Breakdown in each pathway by

year group and OLA numbers	Y10 - 3	YR 2 - 4	YR 2 - 2
	Y14 - 1 (educated on a bespoke curriculum)	YR 3 - 4	YR 3 - 1 (1)
		YR 4 - 1	YR 4 - 1 (1)
		YR 5 - 4 (1)	YR 5 - 1
	Currently at the following levels:	YR 6 - 3 (1)	YR 6 - 2
	U - 3 (1)	YR 7 - 2	YR 7 - 4 (1)
	T - 2	YR 8 - 5 (2)	YR 8 - 3 (1)
	S - 3	YR 9 - 2	YR 9 - 6
		YR 10 - 2	YR 10 - 4
		YR 11 - 4 (2)	YR 11 - 1
		YR 12 - 3	YR 12 - 0
		YR 13 - 2	YR 13 - 1
		YR 14 - 4	YR 14 - 0
		Currently staffed at the following levels:	Currently staffed at the following levels:
	U - 23 (4)	U - 0	
	T - 13 (2)	T - 9 (1)	
	S - 3	S - 19 (3)	

Different provision options:

We have a track record of adjusting the provision to meet the changing needs of the children and the LA – we would very much be prepared to review any provision gaps that are identified

We are interested in managing / holding our own therapy team in house although our links with Cognus work as we think this will be more cost effective for the LA. We would like to foster links with cognus - providing training for therapists and other professionals in working with children with complex needs, particularly in raising awareness of evidenced based approaches for play, social skills and communication systems (including AAC)

We think that those receiving targeted and specialist provision require a jointly commissioned health, education and social care package of outreach to support parents and external services from early in their school lives and during puberty in order to effectively support their complex needs and to fully achieve the outcomes described above. We think that we are well placed to be involved in supporting this process

We think there are options for outreach for children in specialist centres and in mainstream who have 'behaviours that challenge' and / or complex regulation and communication difficulties meaning their placement is at risk of breaking down.

We would like to offer service wide training for people working with Autistic children. We think that there is a reliance on historical, less well-evidenced approaches for this cohort, particularly with regards to behaviour management, sensory needs and communication.

Our children require more input from tier 4 CAMHS

Pathways 1 & 2

There appears to be a growing number of spaces needed in the two ASD cohorts (pathways 1 and 2) and we have the expertise to support this growth, we desperately want to continue to provide, what we believe to be an excellent education to this cohort however, due to the very high staff ratios required, financially, we cannot see being able to sustain our current offer, let alone increase our capacity here. An additional barrier is that we will have very few spaces available on our Sherwood Hill Campus. Further investment would be required in both these areas for it to be viable.

With our current financial situation and our subsequent agreed deficit recovery plan, we are somewhat tied to reducing down our provision in this area over time, to a more manageable level of resourcing, in order to make sure that all learners (including outside of this cohort), receive the provision they deserve and our families expect. This will lead to further capacity issues

Pathway 3:

We believe this is a cohort that in the future could, with support / pre planning, access a different provision e.g. Carew, Link depending on the pupils coming through from the LA. This would provide greater challenge academically - it would be a balance between the support required versus the academic challenge.

<p>Sherwood Hill – wants it to (continue) to become all thru' provision from 4 – 19 from Sept 2021. Sherwood Park not suitable for autism as a primary need. Provision is immersive with a high level of individual need, focus and adaptation to ensure progress. Want to have students “early” so they can avoid breakdowns in placements and crisis placements. Wants to support other bases to maintain placements.</p>	<p>Progress between primary bases/Link not usually smooth for the learner; often breakdown or children not coping as result of ASD or ASD/SLD linked. Pathway 3 – rarely get now. Rapid growth in Sherwood Hill in last 6 years; now full</p>	<p>Post 16 provision – see pathways above plus: Key differences: Curriculum is mapped to the PFA Increased focus on community independence and vocational skills (Community access (minimum) for key stages 1 and 2 = 2 hours a week, KS 3 / 4 = 3 hours a week, KS 5 = 10 hours). Increased focus on application and transference of skills into next stage contexts.</p>
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School, date and collaborators	Sherwood Park School - Park Campus 28.04.21 AR, DM.	
Provision	SLD Pathway	PMLD Pathway
Who for	<p>All pupils have an EHCP which covers all areas of learning (Cognition & Learning, Communication & Language, Social Emotional & Mental Health and Physical & Sensory). These pathways are for children & young people aged 3-19 years with either:</p> <ul style="list-style-type: none"> • SLD affecting all areas of life, across contexts or • PMLD whose learning is significantly affected across all areas of life, across contexts. 	
<u>What we provide:</u> <u>What we provide:</u> <u>Highly specialist environment</u>	<p>The needs of this cohort of learners are met on our Sherwood Park Campus as they require a sensory rich environment. This is a purpose built school to cater for the specialised learning needs of children and young people with PMLD and SLD. The environment is wheelchair accessible, fitted with ceiling track or manual hoists and there are appropriately adapted changing, hygiene and toileting areas. There are school nurses and NHS therapists on site to support the school's teaching and education funded therapy team. There is a purpose built sensory room, dark room, two soft play rooms, ColorScape room & therapy gym with access to suspended equipment. There is also a jacuzzi, life skills room and fully accessible swimming pool. Outdoor areas include early years play grounds, wheelchair accessible swings, trampoline and roundabout, a multi-purpose games area, sensory garden and a discovery forest. There are 6 PMLD classes with a maximum of 7 children per class depending on the cohort. There are a further 5 classes for children with SLD with classes between 6-8 children, depending on the cohort.</p> <p>There is a focus on equipment and resources that are adapted for children and young people with sensory and motor difficulties, including sensory-motor equipment, rebound trampoline, switch adapted toys, adaptive ICT equipment and highly specialist communication systems.</p>	
	<p>These learners may have physical disabilities and sensory impairments and are likely to be working at pre-national curriculum levels.</p> <p>This cohort is generally able to cope with some whole class learning but require high levels of small group and paired work to ensure their individualised learning needs can be best met. 1:1 support may be offered at times throughout the day to introduce new concepts or to reinforce skills.</p> <p>These learners work on accessing the community safely with support. Many of the learners in this cohort are motivated to interact with others and can form friendship groups, although many need the support of an adult to scaffold social interactions effectively. Regulation, communication and participation skills are a priority for this cohort in order to develop their autonomy and independence in preparation for adult life.</p>	<p>These learners often have complex physical and medical needs and are most likely to be at an early stage of development (Working between P1-3).</p> <p>Many of these learners have social intent but are limited in their interactions with others by their difficulties with attention and engagement, as well as by their physical and sensory impairments. Early regulation, exploration, engagement and communication skills are a priority for this cohort in order to develop their autonomy in preparation for adult life.</p>

What we provide:
Specialist adult support

Specialist adult support

Our trans-disciplinary team is trained in a wide range of specialist evidenced based teaching and therapeutic approaches. Our team of on site therapists (occupational therapists and speech & language therapists) work collaboratively and seamlessly with teaching staff in order to ensure embedded practice throughout the school. A clear universal, targeted and specialist provision offer for teaching and therapy ensures that all learners receive the support they need to enable them to access learning. Learners in this pathway require provision at all levels but with a significant focus on universal and targeted provision: Our specialist teaching and therapy provision offer for learners on this pathway is as follows:

Our universal teaching & therapy provision has two areas of focus:

1. Our universal provision empowers school staff and parents to use a range of best practice teaching and therapy strategies and techniques embedded within daily routines to ensure high quality support for all children and young people at Sherwood Park.

This includes wellbeing support; promotion of communication and regulation friendly environments, techniques and strategies; whole school support and development (e.g. teacher, therapy and parent training); teaching input within policies and documents; curriculum development, provision mapping and planning.

At this tier, the teaching staff work collaboratively with therapy staff ensuring that we place regulation, engagement, communication, social skills, motor development and life skills at the heart of learning within our provision. All of our learners receive this level of support.

2. To provide staffing ratios that enable independence whilst achieving high aspirations for progress in learning

Staff provide this support with staffing ratios of 1:2 support. Learners receiving this level of support make up approximately one third of this cohort of learners..

Our targeted teaching & therapy provision has two aims:

1. To build learner capability through modelling specialist strategies and delivering more intensive interventions and programmes (these may be new to the learner / school).

This allows for embedding more individualised teaching and therapy strategies into the child/young person's daily life. This supports new approaches and interventions to become universal within the whole school team over time and reduces the need for specialist provision. This includes:

- Interventions that have been established with the help of an OT or SaLT but have become self sustaining within settings (e.g. visual supports, switch adapted equipment)
- Strategies delivered by school staff or parents with ongoing support from the therapist (e.g. sensory and motor programmes, splinting and seating protocols, modelling of AAC)
- Providing additional training to upskill the team/parent for them to continue supporting the development of new skills in the learner/group of learners
- Intervention from the experienced teachers and the Well-being Team to assess, trial and monitor strategies that can be delivered by staff, assistants or parents.

All of our learners receive this level of support at different times and different levels of frequency / intensity.

	<p>2. To enable a learner to safely access a class group in order to meet our high aspirations for their learning potential.</p> <p>This level of targeted support is provided for learners who need in the moment support with their regulation, shared attention and engagement in order to access learning in a class group. This 1:1 targeted support from skilled staff is provided at times across the day to enable the learner to participate in group learning where otherwise they may become highly anxious, distressed or be unable to communicate their needs effectively. Without this level of support the learner may also cause significant disruption to the learning of others. This level of support also applies for learners who require additional 1:1 support to safely manage self care tasks or support transitions between equipment / environments due to the extent of their physical / medical needs. This group makes up approximately two thirds of our learners on this pathway.</p> <p>Our specialist teaching & therapy provision:</p> <p>1. To collaborate and develop bespoke, highly individualised, specialist transdisciplinary education delivery. This provision requires highly specialist teaching staff working with members of the wider team. This always involves:</p> <ul style="list-style-type: none"> ● The development and use of highly specialist teaching and therapeutic interventions primarily focused on increasing feelings of safety within the learner, developing trusting relationships with adults and improving their capacity to cope with learning across contexts. ● Specialist well-being support to improve well-being and reduce risks to the learner and / or those around them as well as minimising pain and discomfort ● Working closely in collaboration with the family and within a wider multi-agency team. <p>2. To support the learner to remain safe and well and access learning despite significant engagement or medical needs. These learners are supported on a 1:1 basis, often supported by a NHS funded Health Care Assistant (HCA).</p>	
<p>What we provide Highly specialist education offer</p>	<p>We implement a range of approaches that are relationship based, individualised, trauma informed, neuroscience aligned and biologically respectful. These include:</p> <ul style="list-style-type: none"> ● Process-based teaching and learning ● Well-being and regulation approaches including Self-Reg ● DIR- Philosophy including DIR Floortime ● Intensive Interaction ● Total communication approach, including use of aided language stimulation & robust augmentative and alternative communication (AAC) systems ● Forest School ● Parent co-production, coaching & support <p>Learning at Sherwood Park involves both explicit teaching and implicit teaching in the moment during functional, daily activities.</p>	
	<p>We prioritise the development of co & self regulation, communication and life skills using interventions and strategies such as:</p> <ul style="list-style-type: none"> ● Social Communication, Emotional Regulation and Transactional Supports (SCERTS) framework 	<p>We prioritise health, well-being, communication and freedom from pain and discomfort in order that this cohort can learn best using interventions and strategies such as:</p>

	<ul style="list-style-type: none"> • Regulation profiles and adapted Zones of Regulation • Well-being & regulation focused behaviour support, including low arousal approaches • Sensory interventions including sensory circuits, Therapeutic Listening, Sensory Stories • Attention Bucket • Robust augmentative and alternative communication (AAC) systems (e.g core vocabulary boards, Proloquo-2-Go), Makaton, objects of reference • Transactional support including; visual timetables, 'now, next & then', visual schedules • Environmental and task adaptations & video modelling • Social stories, Comic Strip Conversations & Talking Mats • Assistive technology 	<ul style="list-style-type: none"> • Sensory rich experiences - Sensology, Sensory Journeys, Story Massage, Music & Movement • Principles of neurodevelopmental therapy and rhythmical movement • Well-being and regulation focused plans for promoting positive physical and mental health • Robust augmentative and alternative communication (AAC) systems (e.g PODD, Eye Gaze), TASSELS and objects of reference • Environmental and task adaptations e.g. switches, access modifications • Assistive technology • 24 hour postural management and splinting
<p>What we provide High adult to child ratios:</p>	<p>Children and young people in this cohort are taught in small classes of no more than eight, with high pupil to staff ratios. Traditional SLD teaching approaches are used, with a mixture of circle time, group work & 1:1 learning.</p>	<p>The learners on this Pathway are taught in small classes of no more than six or seven, with high pupil to staff ratios. Teaching focuses on experiential learning through rich sensory activities, with high levels of intensive interaction. Teaching is delivered in small groups, pairs and through 1:1 activities.</p>
<p>Aims/outcomes</p>	<p>All learners receive a comprehensive transdisciplinary assessment in collaboration with parents and carers from which priority outcomes and aspirations for the key stage are set. On-going assessment takes place throughout the year as staff are skilled in observation and assessment which enables them to dynamically respond and adapt to small changes in the pupil's ability, ensuring progress across all areas of the curriculum. Outcomes are formally reviewed at the end of each key stage and at the learner's annual review of their EHCP. This is supported by qualitative assessment and observations by the teaching and therapy staff, supplemented by quantitative data from trans-disciplinary and discipline specific standardised assessments, Mapping and Assessing Personal Progress (MAPP), Bsquared and Therapy Outcome Measures (TOMs). The long term EHCP outcomes are broken down into personalised learning programmes (PLPs) which are reviewed and updated as part of our transdisciplinary assessment process at the end of each team in collaboration with parents.</p> <p>Active citizenship and all that entails is our aim.</p> <p>These young people will have a greater ability to make decisions about their lives, more informed consent in relation to their future education, living arrangements and supported work.</p> <p>The young person has moved from having little control or autonomy in their life to being able to more successfully advocate and communicate</p>	<p><u>Our holistic aims for learners in this pathway:</u></p> <p>The young person will have a greater ability to make choices related to the here and now, which can be used to support more person centred, more informed decision-making. They will be able to do this in a range of settings if supported effectively.</p> <p>The young person has moved from having no control or autonomy (manifesting itself in passive behaviours) in their life to being able to</p>

	<p>their choices for adulthood using adaptive behaviours and communication methods.</p> <p>Their quality of life will be significantly advanced as they are able to take on more responsibility in the wider world, earn money and access a significantly broader range of experiences, activities and services.</p> <p>They will:</p> <ul style="list-style-type: none"> • learn how to keep themselves safer and develop strategies to manage essential daily living tasks associated with independence. • have a broad range of basic skills (numeracy, literacy), that will enable them to navigate their community more independently. • have a much improved quality of life offering a wide range of opportunities • be included more socially within their community and may have a number of social groups and people they call friends • able to advocate for their own safety and independence with varying levels of adult supervision and support • be more likely to be able to remain living at home or locally with greater independence • have a wider range of options for support and access to services/activities • actively participate in a range of local vocational experiences in adulthood 	<p>more successfully communicate their choices for adulthood using AAC.</p> <p>The young person will have a wider support network who understands their communication and sensory motor needs, keeping them safe and more included in society. Have acquired a broader range of sensory level interests and experiences opening more opportunities for a better and more fulfilling life.</p> <p>As a result the young person will</p> <ul style="list-style-type: none"> • Have a much improved quality of life • They will be included more socially within their community • Be much less vulnerable to abuse • Be more likely to be able to remain living at home or locally with support • Have a wider range of options for support and access to services/activities
Student numbers	<p>Approximately 40</p> <p>R - 3 1 - 3 2 - 5 3 - 2 4 - 3 5 - 0 6 - 7 7 - 2 (1) 8 - 4 9 - 2 (1) 10 - 4 11 - 3 12 - 1 13 - 0 14 - 1</p>	<p>Approximately 37</p> <p>R - 4 1 - 3 2 - 1 3 - 3 (1) 4 - 1 5 - 3 (1) 6 - 2 7 - 3 8 - 5 9 - 4 (2) 10 - 3 11 - 0 12 - 1 13 - 3 14 - 1</p>
Numbers of classes	This varies depending on the cohort. Currently:	This varies depending on the cohort. Currently:

	<ul style="list-style-type: none"> Approximately 6 classes for learners in this pathway (maximum of 10 pupils per class) Some learners are educated in a mixed PMLD / SLD class if appropriate for their strengths / needs Taught teacher hours - 1 teacher per class, 1 senior teaching assistant and additional teaching assistants dependent on class numbers 	<ul style="list-style-type: none"> Approximately 5 classes for learners in this pathway (maximum of 7 pupils per class) Some learners are educated in a mixed PMLD / SLD class if appropriate for their strengths / needs Taught teacher hours - 1 teacher per class, 1 senior teaching assistant and additional teaching assistants dependent on class numbers 		
<p>Support staffing (per week per class on average)</p> <p>DO NOT INCLUDE admin or premises support</p>	<p>Each learner is supported by the class team which includes the teacher, senior teaching assistant and teaching assistants throughout the whole week.</p> <p><u>Well-being team support</u> Well-being and therapy support varies for this cohort but is fully embedded in the curriculum & learning. Support is also required to enable 1:1 support to access the community where required from a staffing perspective (approx. 0.2 WTE per pathway - time equivalent 12 hours per week)</p> <table border="1" data-bbox="336 808 1528 1778"> <tr> <td data-bbox="336 808 956 1778"> <p>Each learner generally receives 1:2 support throughout the whole school day from these members of staff; however a few learners from this cohort receive targeted teaching provision (1:1 support) to fully access learning safely.</p> <p>Ratio of 0.5 WTE per child. We currently have two children with full time education funded 1:1 support and 1 child with full time Health funded HCA 1:1 support</p> <p>10 Lunchtime support assistants over the 5 classes, are required for 1.5 hours a day = 75 hours</p> <p>PPA cover is currently provided by employing (on a temporary basis), TAs so the STA (Senior Teaching Assistant), can lead the lesson. 20 hours a week (3.5 days for 5 teachers). This is because we cannot afford a PPA teacher.</p> <p><u>Well-being team support</u> As above: (approximately 0.2 WTE)</p> </td> <td data-bbox="956 808 1528 1778"> <p>Each learner generally receives 1:2 support throughout the whole school day from these members of staff; however the classes are staffed to allow for targeted 1:1 or 2:1 support to enable safe and efficient self care and hygiene routines.</p> <p>Ratio of 0.6 WTE per child. We currently have two children with full time education funded 1:1 support and 5 children with full time Health funded HCA 1:1 support</p> <p>Lunchtime support assistants (12 LSAs for the 6 classes) are required for 1.5 hours a day to support lunch breaks which equates to 90 hours total a week.</p> <p>PPA cover is currently provided by employing (on a temporary basis), TAs so the STA (Senior Teaching Assistant), can lead the lesson. 21 hours a week (4 days for 6 teachers). This is because we cannot afford a PPA teacher.</p> <p><u>Well-being team support</u> As above, but is also generally provided to support with pain, distress and safety concerns. (approximately 0.2 WTE)</p> </td> </tr> </table>		<p>Each learner generally receives 1:2 support throughout the whole school day from these members of staff; however a few learners from this cohort receive targeted teaching provision (1:1 support) to fully access learning safely.</p> <p>Ratio of 0.5 WTE per child. We currently have two children with full time education funded 1:1 support and 1 child with full time Health funded HCA 1:1 support</p> <p>10 Lunchtime support assistants over the 5 classes, are required for 1.5 hours a day = 75 hours</p> <p>PPA cover is currently provided by employing (on a temporary basis), TAs so the STA (Senior Teaching Assistant), can lead the lesson. 20 hours a week (3.5 days for 5 teachers). This is because we cannot afford a PPA teacher.</p> <p><u>Well-being team support</u> As above: (approximately 0.2 WTE)</p>	<p>Each learner generally receives 1:2 support throughout the whole school day from these members of staff; however the classes are staffed to allow for targeted 1:1 or 2:1 support to enable safe and efficient self care and hygiene routines.</p> <p>Ratio of 0.6 WTE per child. We currently have two children with full time education funded 1:1 support and 5 children with full time Health funded HCA 1:1 support</p> <p>Lunchtime support assistants (12 LSAs for the 6 classes) are required for 1.5 hours a day to support lunch breaks which equates to 90 hours total a week.</p> <p>PPA cover is currently provided by employing (on a temporary basis), TAs so the STA (Senior Teaching Assistant), can lead the lesson. 21 hours a week (4 days for 6 teachers). This is because we cannot afford a PPA teacher.</p> <p><u>Well-being team support</u> As above, but is also generally provided to support with pain, distress and safety concerns. (approximately 0.2 WTE)</p>
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<p>Curriculum adaptations</p>	<p>Our learners access the following curriculums depending on their age and level of ability:</p> <ul style="list-style-type: none"> The Early Years Foundation Stage Curriculum Equals Informal/ Semi-Formal / Formal Curriculum depending on their level of ability Post 16 Curriculum <p>The Equals curriculum is a nationally recognised process-focused, evidenced-based curriculum, designed to meet the needs of people with severe learning disabilities. Much of the curriculum is</p>			

	<p>focused on tangible learning and in the moment, targeted learning experiences that enable learners on this pathway to progress and achieve in key areas that will have the most impact on their life experiences now and in the future. The semi-formal curriculum can be mapped to the national curriculum, but with five key subjects identified as:</p> <ul style="list-style-type: none"> ● Wellbeing ● Play and leisure. ● Communication ● Thinking and problem solving ● Independence. <p>Additional subject areas include:</p> <ul style="list-style-type: none"> ● The world around me ● Creativity ● Outdoor learning (Forest school) ● Citizenship ● My Future. <p>The curriculum, is enriched by out trans-disciplinary approach which involves a diverse set of experienced professionals working at all levels through the child’s journey through school – initial assessment, target setting, delivery, support, assessment and review</p>	
<p>Enrichment / social activities</p>	<p>Access to:</p> <ul style="list-style-type: none"> ● Weekly swimming sessions at our sherwood park campus ● Planned or ad hoc access to our jacuzzi for well-being and regulation ● Horse riding ● Yoga ● Weekly (primary), twice weekly (secondary) and daily (post 16) access to the community to practice travel and road safety and learn independence skills ● Termly trips to chosen activities e.g. McDonalds, Leisure Centres, Trampoline Parks. ● Options for residential trips for Post 16 learners. ● Duke of Edinburgh Award. 	
<p>PfA</p>	<p>The entire curriculum is mapped to the PfA, with the Post 16 curriculum directly mirroring the main areas of the PfA. All learning (Personalised Learning Programmes) is designed to support holistic learning against the PfA pathways and each learner’s EHCP. Progress against this learning is charted termly and annually. Limited (due to cost of running with high staff ratios) after school clubs.</p>	
<p>Likely destinations or pathways</p>	<p>Many learners in this cohort go on to Further Education to continue study in an area of interest and/or to build upon the vocational and independence skills they have gained throughout their time at Sherwood Park. Some learners may go straight on to supported employment, including apprenticeships and traineeships</p> <p><u>Learning:</u> We have high aspirations for our learners. All will have gained accreditation in units of the EQUALS Moving On curriculum which encompasses vocational skills, independent living skills and world studies.. By the time they leave Sherwood Park, learners will all have completed</p>	<p>Many then go on to local Further Education colleges where they will continue to develop and nurture positive relationships with others, expand their curiosity of their world around them and explore their local community, all it has to offer and what they can offer it in return!</p> <p><u>Learning:</u> We have high aspirations for our learners. All learners leave Sherwood Park having gained accreditation in units of the EQUALS Moving On Curriculum, that are selected based on their own interests.</p>

	<p>comprehensive transition programmes at their new education or vocational provision.</p> <p><u>Living:</u> We aim to give all of our SLD learners the tools they need to live as independent lives as possible. Learners are likely to need lifelong support to varying degrees in order to lead fulfilled and integrated adult lives, however we do not view this as a barrier. Liaison with Social Care services, from when a young person reaches year 9, enables information to be shared and processes put in place early to set up and sustain respite opportunities, social inclusion and leisure groups as well as housing options that may enable a young person to remain in the family home for longer, or move out into supported accommodation with peers. Friendships between learners are nurtured, as well as relationships between parents and carers, so that they can continue to flourish beyond the classroom.</p> <p><u>Work:</u> Upon leaving Sherwood Park, all learners will have completed some real-life work experience in an area that interests them. This can take place in many different forms, such as work tasters, volunteering, a one-day-a-week work placement or a supported internship. The completion of a Vocational Profile will enable a smooth transition to Further Education and will enable their learned skills and aspirations to be built upon and developed.</p>	<p><u>Living:</u> During their time at Sherwood Park, learners in this cohort are given as much opportunity to exercise autonomy in their lives, so that when they move forward into adulthood they can remain at the centre of all decision making. Collaboration with the local Transitions Team, in the run up to learners leaving Sherwood Park, enables Health and Social Care teams to work with young people and their families to discuss and organise social opportunities, supported living; either in the family home or outside of it, and continuing health care where necessary. Friendships between learners are nurtured, as well as relationships between parents and carers, so that they can continue to flourish beyond the classroom.</p> <p><u>Work:</u> Our aim for our learners is for them to become valued and recognised members of society. Networking with local community projects and organisations takes place throughout their time at school so that when they leave us they can continue to make a positive contribution within their local area and beyond.</p>
<p>Therapies – provision and any comments</p>	<p>Our trans-disciplinary approach is essential for the outcomes of our learners. All learners attending our school need a therapeutic teaching & learning offer embedded across the provision in order to meet their complex needs. Therapists sit at all levels of our organisation (senior leadership, wider leadership, class teams) to ensure a fully embedded approach to learning is achieved.</p> <p>The therapy team is managed on site by one of our Senior Leaders who is a therapist by background. This is funded by the school to ensure that the therapy offer and therapy provision is integrated fully within the development plan of the school. The therapy staff are provided by Cognus Limited and there is close collaboration between the school therapy lead and the Cognus Therapies Team Manager to ensure an effective and seamless service.</p> <p>The team consists of a team of Occupational Therapists (OT), Speech & Language Therapists (SaLT) and therapy assistants who have knowledge and experience of working with cleaners with PMLD & SLD. The team follows a holistic therapy approach, where therapists work alongside families and teaching staff to embed therapy outcomes and interventions into meaningful, functional activities within the home and school environment. Therapists are allocated by class</p>	

cohort and provide interventions at whole school, whole class and individual learner levels. They each generally receive:

- Between 3-12 hours per year of direct OT
- Between 3-12 hours per year of direct SaLT

Therapy hours are allocated across the year giving the therapists time to provide high levels of support at times of crisis or distress in order to develop collaborative strategies and programmes of support, or to support specific areas of need as they arise at a level of intensity suitable to need.

A high level of indirect time is added for complexity and this is used to support multi-agency meetings and interventions and support our universal offer which includes parent and staff training, curriculum development and well-being support.

NHS Support

Learners in this pathway may require NHS support which is based on site. This includes physiotherapy, occupational therapy (particularly in relation to positioning, splinting and feeding), speech and language therapy (specifically around dysphagia) and nursing care depending on their needs. This support is embedded into the curriculum and learning wherever possible.

PMLD pathway: Some learners attend with a health care assistant (HCA) to support their medical needs throughout the day.

Additional Therapy on Offer

We have a range of additional therapies on offer. This includes music therapy, art therapy, pet therapy, sound therapy, and we have a plan for introducing Rebound therapy – access to these will be based on safeguarding needs, pupil premium and achievement data

Different provision options:

We would also be interested in any ideas you have as to how you could offer different provisions. These could be amending the current offer, or providing a new stream. Please give a brief outline of any thoughts below OR simply note that you are prepared to consider different options but have no specific plans at present OR leave blank!

SLD: Remain the same dependent on needs coming through with slightly increased well-being support and provision for increased community access.

PMLD: We plan on continuing to support this cohort as we currently are with slightly increased well-being support and provision for increased community access.