



# **Admissions Policy and Statement of Purpose**

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## Our Vision

### Pillars of Learn@ Vision

ADVOCACY	ACHIEVEMENT	OPPORTUNITY
“A powerful voice to represent all LEARNers”	“Expertise across the spectrum of SEND”	“Increased opportunities for personal development for LEARNers, staff and partners.”

From the strong base of a well-established partnership of specialist schools in and around the South West area, the Learn@ MAT group of Academies will provide an accessible centre of excellence for teaching and supporting the development of young people identified with ‘Social and Emotional Mental Health’ and/or ‘Speech, Language and Communication Needs’. We offer a spectrum of provision to support our young learners from identification of needs and early intervention support in mainstream; to personal individual programmes; highly specialised day places; and residential school places

Learn@ MAT is recognized and known for its expertise and success in working with young people with SEMH and SLCN. Through the Bristol Primary Teaching School Alliance (BPTSA) and the South West Special School Teaching Alliance (SWSSTA) and wider informal school-to-school arrangements we have successfully supported local provisions improve their Ofsted judgements and/or achieve sound and solid financial and staffing situations. Regional conferences arranged and led by Learn@ schools over the past 5 years have reached over 500 education staff who have benefitted from top speakers on the most up-to-date thinking and developments in education and SEND. We are committed to ensuring all our staff are current in both their understanding and practice.

We aim to build on all these and many other areas of local partnership work so that all schools and providers in our region can access our specialist knowledge and expertise. The regional leaders in training, such as the University of the West of England, will continue to enhance the quality and depth of their teacher training programmes by building on our current on-site teacher training experiences. We believe an outstanding teacher can teach all children whatever the setting. Recruitment retention through clear professional targets and development pathways from induction as a new member of staff to the CEO, reflect our desire to ensure the young learners in our schools have the best resources and opportunities. We are very proud of the professionals in our establishments who may start with us as a lunchtime supervisor, but over time and with professional nurturing, have grown and developed into Teaching Assistants (TA’s), Higher Level TA’s, Teachers, and so on. Leadership succession is recognised as a positive key element of our organisation. It is not unusual for our Deputy Head Teachers to go on to lead local and regional Special and/or Mainstream Provisions. Learn@ will continue to develop and promote opportunities for aspiring leaders to train and experience middle leadership through planned, structured and supportive opportunities to develop of strategic leadership, and go on to be the school leaders of the future.

We wish to develop and promote our relationship with key partners such as the Local Authorities we work within and the specialist services within those areas. We feel that in isolation the individual academies of Learn@ MAT offer outstanding ‘second chances’ to young learners, but do reach a resource limit in what they can offer. Yet collectively as Learn@ MAT we are capable of offering ‘unlimited chances’ to all young learners. Our collective expertise, strength and resources allows us to

provide a wide spectrum of skills, knowledge, intervention strategies and provisions, recognising the needs of each individual. The unification of our group of schools ensures smoother, quicker transition for young people across the spectrum of provision, so learning time is not lost due to bureaucracy and the child comes first. Too many children with challenging behaviour lose too much time out of school when placements have broken down. It will be one of our main targets to ensure that through our spectrum of provision no young learner loses any education time due to poor transitional processes. And it will be our aim in partnership with Bristol City Council to ensure no young person with SEMH and SLCN is excluded from learning.

Learn@ will maintain and develop professional partnership with mainstream schools, Alternative Provisions (AP's) and FE Colleges, as well as, Head Teacher strategy groups, SENCO groups, Subject Leader groups and other specific group links, ensuring shared best practice and challenging each other's practice. Our aim would be to ensure outstanding learning for all young people in our trust and move young people forwards in their learning journeys through appropriate pathways.

Across the Learn@ schools we have already achieved external recognition for many areas of our work including:

Bristol Healthy Schools;

Communication Friendly School;

International School;

Nurture Approach Centre of Excellence;

ECO Schools Award;

Duke of Edinburgh Centre of Excellent Award;

We want to continue to build on this ensuring it is consistent across all parts of the trust.

The individual schools and PRU's within Learn@ have their own identities and it is not our intent to conform all under one uniform style. We believe this would dilute the spectrum of provision rather than cherish the individuality, flexibility and width of approaches necessary to ensure we can meet the challenging needs of our main cohort of young people.

In essence we will ensure all our young learners have **equal** opportunities by recognising that they are **all different**, and that by recognising and responding to these differences in regard to what and how we educate and support them, we will provide the opportunity for them all to **achieve**.

## **Admission Criteria**

References: Standard 5; Regulation 11; Children Act 1989, S22, 61, 64; SEND Code of Practice.

Learn@ Multi-Academy Trust consists of 2 Specialist Academies which, between them, provide 166 day places and 42 residential places for children aged 5-18 years in an environment where students with identified SEND and Education, Health and Care plans (EHCPs) can access a specialised and holistic education that aims to develop children socially and academically to make maximum progress. The Trust specialises in providing education for children with Social, Emotional and Mental Health needs (SEMH), or Speech, Language and Communication Needs (SLCN/ASC).

We also offer 136 day places for young people in Key Stage 2, 3 and 4 in our Alternative Provisions (formerly Pupil Referral Units), based in Central/East Bristol, South Bristol and BaNES. Here young people who have been excluded from a mainstream school or are at serious risk of this action can receive 12 to 18 week courses in a supportive, small well-resourced provision aimed at returning them successfully to a local mainstream school. The AP's also offer Assessment places for young people who have Special Educational Needs which may result in them receiving an Education Health Care Plan.

We will 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 safety and dynamics of the young people accommodated in the academy at that time. Local Authorities wishing to place young people will

provide us with the appropriate paperwork, which will allow us to assess the level of need of the young person.

We will also consider their safety and compatibility of needs with others within the Academy. If we feel that we can meet their needs and accommodate the young person we will offer a place and inform the referring Local Authority.

## **Admissions Policy**

For a child to be admitted, the school must be named, by a local authority, in the child's Education Health Care Plan (EHCP). Learn@ Multi-Academy Trust will work in partnership with local authorities and parents/carers to assess the suitability of a student's referral through Bristol inclusion Panel or by PEX (day 6 provision) for a place at the AP's. Young People with EHCP's stating SEMH or SLCN (ASC) as their main special educational needs can be referred by their Local Authority to our Special Academies. Parents wishing their children to benefit from our provision should ask their local authority to name one of our Specialist Academies in their child's EHCP.

Our Academies are normally organised into classes for each year group, although due to the relatively small numbers we provide for, some classes are vertically grouped. We specialise in providing high quality provision for students with EHCPs for either Social, Emotional Mental Health (SEMH) or Speech, Language and Communication Needs (SLCN) from ages 5 to 19 years. The Trust covers the full spectrum of support from early intervention and Assessment to residential term-time places. There is a choice and Learn@ MAT have a variety of specialist provisions so students can flourish and make significant progress.

There is no fee payable by the parents/carers for their child to attend any of the Trust Academies. The academy is unable to offer places to students whose families wish to pay such a fee.

## **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 Learn@ MAT. We will 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 will organise for staff to visit the young person at their existing placement, whenever possible, to talk to the young person and answer any questions they may have and try and put some of their worries to rest. They may also talk to staff at the current placement to gain some insight into achievements, problems and behaviours of the young person.

When possible, arrangements will be made for the young person to visit the named academy for a few hours; to meet some of the staff team and to have a look around the academy. During this process we will identify a key adult who will provide additional support and 1:1 mentoring during the young person's induction.

Learn@ MAT will adopt a cautious approach to accelerating admissions and will only proceed where there is a high degree of confidence in our ability to meet the needs of the young person. Where a young person is accepted, it will be for a period of time in which extra resources may need to be put in place to ensure the safety of the young person and the potential risks they may present to others within the academy and the wider community. Although our aim to utilise all of the normal admission procedure, it must be recognised that this will not always be possible and some pre-admission procedures may have to be concluded subsequently.

However, as a minimum we will require the following information:

- Current situation and needs of the young person
- Other significant behaviours
- Social Workers report (including CP History)
- Education report (including most recent attainments/test results)

- Results of any mental health assessment - Medical
- Family background (including any Social Worker involvement, CAMHS support, FIT worker or YOT involvement)

We will also require referral information to be provided in full and for the Social Worker to complete the relevant Learn@ MAT PEP paperwork; either prior to or during the admission meeting.

## Transition

Learn@ MAT understands that making transitions can be difficult for students with SEMH or SLCN or Excluded from their previous school. The priority we will place upon getting these transitions right, therefore, means all staff within our Academies are involved, from the Academy Leadership Team through to students. It requires building excellent links with external agencies, parents/carers. Learn@ MAT identifies four major periods of transition: into Learn@ MAT, from Assessment place to specialist academy, from PRU back to mainstream and from secondary/sixth-form to life beyond.

## Our Academy Admissions Policy

Each of our individual Academies have their own Admissions Policy on their web-site which is based upon the policy, procedures and expectations given here. If you wish to appeal against any decision by an Academy to admit your child please contact [info@learnmat.uk](mailto:info@learnmat.uk)

## The Academies their Facilities and Services

Learn@MAT has 4 very specialised provisions within its' Trust: **Knowle-DGE Academy**, a purpose-built day school in South Bristol with expertise and excellence in SEMH and SLCN catering for 156 young people aged 5-18yrs, also offering short-break residential opportunities on-site for groups of up to 12 young people; **Notton House Academy**, a residential rural school near Chippenham, Wiltshire, offering 42 residential and 10 day places for boys' with SEMH or SLCN AGED 8-18 years; **St Matthias Academy**, an Alternative Provision in the Central/East area of Bristol for young people in Key Stage 3 or 4, excluded from mainstream schools or in need of positive intervention strategies to avert exclusion or assessment of SEN; and **Lansdown Park Academy**, a similar Alternative Provision in South Bristol for Key Stage 2 and 3 young people. Our vision for the Academy is that every student will achieve more than they ever thought possible through provision of the highest quality of education. The capacity for each Academy is:

Academy	Number of Students
Lansdown Park School (Key Stage 2 and 3)	71
St Matthias Park PRU (Key Stage 3 and 4)	65
Notton House School (Key Stage 2, 3, 4 and 5)	50
Knowle DGE Learning Centre (Key Stage 1, 2, 3, 4 and 5)	156
<b>Total</b>	<b>342</b>

Sustainable leadership promotes cross fertilization of good ideas and successful practices promoting shared learning and development. At the very heart of the ‘Vision’ is a comprehensive and integrated approach to learning ensuring that it is increasingly work related and draws on the skills and experiences of the whole community. Learn@ Multi- Academy Trust will be a focal point for raising standards for SEND students across the region.

Learn@ is totally committed to providing life chances and opportunities for our children and young people in caring, stable, safe but challenging environments. The development of Learn@ MAT will provide a national and regional voice for young people with SEMH or SLCN, ensuring they receive the necessary investment to ensure they have the same opportunities as their peers. 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 Officer oversees the strategic planning and development of the whole Multi-Academy Trust and ensures all Academies/Schools/PRUs within the organisation are working towards the vision and ethos of Learn@ MAT. This role also leads and implements the quality improvement programme across the Academies/Schools/PRUs and holds the Head Teachers to account.

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 Learn@ MAT invest in staff’s leadership potential, support ambitious achievement, encourage best practice, institute a culture of shared expertise, facilitate peer-to-peer collaboration, moderation and learning from things that work well and things that have not worked as well.

The Chief Executive Officer works with the Chief Finance Officer within the Learn@ MAT Central Team to lead the strategic planning, use and development of the Trust’s physical, human and financial resources in order to secure optimum educational benefits for all students.

### **Registered Provider**

Learn@ MAT is a Multi-Academy Trust (MAT) which specialises in working with young people who have SEND, especially SEMH and SLCN. Through its Articles of Association, the Trust has established its governance arrangements.

<b>The Registered Provider:</b>	Learn@ MAT
<b>Address:</b>	c/o Knowle DGE Learning Centre Leinster Avenue Knowle Bristol. BS4 1NN
<b>Chair of Trustees</b>	Stephen Bradshaw

### **Qualifications and Experience of the Chief Executive Officer**

Mr Peter Evans, BEd, Adv. Dip (SEN), has been an Executive Head and Head Teacher of 5 Special Schools/Academies over the past 35 years of his work in Education. These Headships have included a wide range of SEND including PMLD, SLD, ASC, SLCN and SEMH. He has taught across

mainstream and special schools across the UK, and in the last 10 years supported international links with partner schools in Kenya. Peter has provided strategic leadership to a range of special schools, including Complex Needs, PD, Deaf, ASC (SLCN) and SEMH in partnership with Bristol City Council and helped lead schools from positions of concern to at least good inspections and sustainable financial futures. In 2010 he opened a new purpose-built specialist Learning Centre called Knowle DGE, which is one of the best facilities for young people with SEMH or SLCN in the country.

### **Academy Head Teachers**

*Mr Darren Ewings – Knowle DGE Academy*

*Ms Aileen Morrison – St Matthias Academy*

*Mr Nick Lee-Wells – Lansdown Park Academy*

*Mrs Michelle Reysenn – Notton House Academy (Residential and day provision)*

### **Safeguarding & Child Protection**

At Learn@ MAT, 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 Schools/PRUs. 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 academy have completed Safeguarding, Prevent Strategy and Child Sexual Exploitation Child training as part of their induction. This induction is provided by a dedicated member of staff to ensure delivery, full compliance and accountability. All our staff, Governors and volunteers, receive annual refresher training.

On rare occasions 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 the Local Children's Safeguarding Boards, and the academy has a Safeguarding Policy for the safety of all.

### **Designated Safeguarding Lead & Training**

The Head Teacher and Deputy/Assistant Head Teachers are trained to Level 3 in safeguarding. However, overall responsibility for safeguarding will still rest with the Head Teacher monitored by Governors and Trustees. All staff undergo Level 1 training annually.

### **Multi Agency Support**

The particular needs of our young people and the process of EHCPs ensures that we will constantly strive to develop close working relationships with other agencies and partners. Many students have their own Social Workers, Family Intervention Workers, YOT workers, CaMHS worker and their additional needs necessitate how closely we need to work with professionals from other agencies. We are committed to working closely with a range of specialist including:

- Bristol City Council Educational Psychology Service
- Child Speech, Speech and Language Therapy (Child Speech)
- SEMH CAMHS specialist
- School Nurses
- Community Worker (SARI background)
- Sports Mentoring Programme (Empire Gym Fighting Chance)
- Emotional and Social Therapies



- 'I-Can' Communication specialists

## **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. These trained staff are highlighted on entry to each School/PRU and at relevant points around each establishment.

## **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.

## **Positive Relationships**

**Our promise to the learners is that we WILL,**

- **Let you know that we care and like you**
- **Make you safe**
- **Help you learn about your needs**
- **Help you meet your needs in balance with others**
- **Help you think about your ambitions**
- **Help you work towards your goals and ambitions**

***All students will follow a Personalised Learning Plan that will be rigorously scrutinised to maximize and accelerate social and academic progress.***

## **Curriculum Principles**

The Curriculum at Learn@ MAT supports our mission statement: *all equal, all different, all achieving together* by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy.

At Learn@ MAT we aim to give every young person the opportunity to achieve their full potential by providing them with a broad and balanced curriculum. We recognise that many of our learners require the curriculum to be differentiated by not only content but also in delivery and therefore the curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

The Learn@ MAT group is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. The Primary curriculum at Learn@ MAT follows the national curriculum, with flexibility dependent on young people's needs. The Primary curriculum is 'theme based' in its approach, which means that lessons revolve around a central topic and a key text. This helps solidify learning for the young people and gives purpose to their learning.

Our secondary aged young people have the opportunity to take part in Functional Skills, GCSE's and BTEC Vocational accredited courses. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and Curriculum is reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

We endeavor to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

### **Curriculum aims:**

- That pupils access a broad and balanced curriculum
- That pupils make good to outstanding progress against personal targets from starting points
- That pupils have a sense of pride in their learning and achievements
- That pupils have opportunities to participate in a range of co-curricular enrichment activities within and beyond the Learn@ group day.
- That pupils develop communication skills in order to be able to clearly express their needs, access the curriculum and be ready for adult life.
- That pupils develop reading skills through phonics based reading scheme
- That pupils develop skills for independence
- That pupils use of ICT is encouraged, learning skills and safety for modern technology
- That pupils develop a greater awareness of their local community and make a positive contribution to society
- That pupils learn a range of skills for life beyond school

### **Literacy and Numeracy:**

Literacy and Numeracy are taught discretely from Key Stages 1 to 5 and are consciously reinforced throughout all aspects of the curriculum. Phonics is embedded into the Key Stage 1 and 2 curriculum and there is a large focus across the Learn@ MAT group on developing speech, language and communication skills across all subjects.

Teachers will follow the National Curriculum and will plan activities appropriate to learners' age and abilities. Class teachers will differentiate material for young people, allowing them to access a planned curriculum.

In KS 4 and 5, young people will be entered for appropriate public exams. These may be at Entry level, (including Functional Skills) or at GCSE. See individual subject policies for further information.

### **PSHE and SMSC**

PSHE is a timetabled session which follows the SEAL programme.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days.

The development of social and communication skills is also a key part of the PSHE/SMSC curriculum. See PSHE policy for further information. The Learn@ MAT boasts an accredited Nurture Approach Award and is committed to using this approach across all its provisions to help develop social and emotional skills and a more positive attitude to learning.

### **Enrichment:**

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example: Outdoor education, music workshops and educational visits.

**Accreditations:**

Learning outcomes for core subjects in Key Stage 4 and 5 are accredited via either functional skills, entry level, Foundation Level or GCSEs. Additionally, pupils in Key Stages 4 and 5 take a range of 'options' which are through BTEC, AQA or IMI level courses.

**Responsibilities:**

*Class teachers are responsible for:*

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- Following Learn@ MAT group marking policy
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Learning Facilitators to support pupil progress
- attending and contributing to training and meetings are requested

*Subject Heads and Heads of Hub are responsible for:*

- Monitoring medium and short term planning
- Monitoring differentiation within planning and classes within their subject and/or area
- Analysing and acting upon data and progress information
- Monitoring marking within their subject/area
- Developing the curriculum in their area and maintaining their professional development
- Supporting deliver training to the wider school staff

*Deputy Head/Assistant Head/Lead Teacher is responsible for:*

- Co-coordinating and collating monitoring information
- Reporting to SLT and Governors termly on curriculum, progress and learning and teaching
- Liaising with Subject Heads and Heads of Hub on analysis of data and progress information
- Overseeing curriculum development across the Learn@MAT group
- Overseeing whole staff professional development and training

**Monitoring and Evaluation:**

The Heads of Hub, Heads of Subject and Deputy Head will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- lesson observations

- Analysing progress data
- observing lessons
- learning walks
- work scrutinies
- curriculum development and planning
- initiating training/workshop opportunities with specific focus linked to the Learn@ group Development Plan

See Monitoring, Evaluation and Development of Learning and Teaching policy for further information.

## **Tutorial Arrangements**

In most of our Schools/PRU's a young person has a tutor and/or a key adult. Part of this role is to help start a day positively and consistently setting a few clear targets for each student and then reviewing how they managed at the close of the school day. This includes opportunities to reward positive days, periods of a day and provide 'catch-up opportunities' for those who have missed out on some periods of learning. Points and reward systems are in place in rigorous formats across our provisions. The tutorial sessions in the timetable also provide teacher led PSHE programmes reflecting the SEAL and PSHE curriculum, Healthy Schools programme and specific key events and multi-cultural celebrations across a year.

## **Interventions**

- Nurture Approach (We run this approach throughout our organisation and have become a regional centre of excellence for 'The Nurture Approach')
- Thrive Approach which is similar to the Nurture Approach but has clear links to the taught curriculum and PSHE (Many staff are trained in this approach)
- Team Teach (A de-escalation approach to managing challenging behaviour using positive scripts and gestures appropriate and successful in the majority of situations, but also includes positive physical intervention procedures and practice which is non-confrontational and respects the young person's well-being whilst helping keep them and others safe)
- Social Stories (to teach social skills to young people with SLCN/ASC and help plan for and de-brief social and emotional situations)
- PECS (Picture Exchange Communication System)

## **Our Students**

For a child or young person to be admitted, the Academy must be named, by a local authority, in the child's or young person's Statement or EHCP, or as a referral to a PRU through the various Panels. Learn@ MAT will work in partnership with local authorities, such as Bristol, BaNES (Bath and North East Somerset) and South Gloucestershire and Wiltshire, and parents/carers to assess the suitability of students for a place.

Students who join at 5 years of age can continue their education up to 16. Other students will be able to enter the Academy at any age (4-16), according to their needs as identified in their Statements or EHCPs and availability of places. At 16 students who are able to succeed in the Knowle DGE Sixth Form will have the option to transfer to this provision. Other students, using the exemplary careers

provision, will transfer successfully to FE or employment with skills or training. The Knowle DGE Sixth form has a good past record of transfer to the local 'Skills Academy' and other FE facilities.

## **Our Staff**

With such an education vision and ambitious Key Performance Indicators (KPIs), Learn@ MAT ensures that teaching is of the highest quality. We recruit candidates in all posts of the highest caliber. For teaching and support staff our selection process is rigorous and stringent and always involves an observation of their teaching. We appoint new members of staff who can deliver outstanding results in pre-learning skills, curriculum delivery, qualification attainment, behavior management, successful post-school placement and student and parental satisfaction.

## **Parents/Carers and Families**

Students' 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 Academy. 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 apply learnt skills and become responsible citizens who can play their role in their community. The Academy has access to minibuses to support trips into the wider community and is geographically located within walking distance of local shops and cafes which will be used to practice life-skills, as well as for example independent travel training.

A key priority will be to plan whole school and individual inclusion and access, whether that is a group from Learn@ MAT taking part in a local community volunteering project or an individual accessing a mainstream provision on a weekly or daily basis. For students at Key Stage 4 local employees, college and the careers service are vital partners to develop students' employability skills. Links are made with ASC parent groups and wider SEND groups in order to provide support and information to academy community. Local community groups are essential in supporting co-curricular opportunities, including:

- Fighting Chance (Empire Gym)
- Rock Steady (Construction Training)
- Horse world
- Army Cadets Force
- NewMango (CIG/Work Experience)
- Re:Work (Furniture refitting Company)
- Links with University of West of England and Bath Spa University
- City of Bristol College (FE)
- Bristol Rugby
- Chippenham Town FC
- The Station, Bristol for Music Tuition
- Engage Therapies
- Wiltshire working farm
- Wiltshire Water Park (canoeing/sailing)
- Climbing Centre etc.

- World Sport Ministries

Working as an outstanding resource provision will work with the local community, schools, charities and employees to disseminate our expertise and understanding of SEMH/SLCN.

## **Day & Term Structure**

Please see each individual School/PRU web-site for Term Dates and timings of a learning day.

Each School/PRU provides a selection of hot and cold lunchtime meals and morning breakfast/snacks. The residential provisions also provide an evening meal and supper. A detailed menu is available from the individual Schools. Halal meat is available and all specialist diets are catered for.

## **Physical Intervention and Positive Engagement**

### **Team-Teach**

Learn@ MAT 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 will improve which in turn will enhance teamwork, 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 will enable 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.

### **School Information Management System (SIMS) and Sleuth Monitoring**

Our schools use a range of information recording and reporting tools including SIMS and Sleuth Behaviour Monitor. This allows us to maintain very accurate and consistent information regarding all key areas of a young person's life in school. This information is available to share with Parents/Carers/Students/Other key professionals at key meetings.

### **Learn@ MAT – Promoting the rights and opportunities of young people with SEMH or SLCN.**

- Excellent Personalised education.
- Contributes to all aspects of well-being.
- An 'inclusive' organisation protecting and promoting equal rights and opportunities.
- Has restorative approaches at its heart and sees through behaviour.
- Committed to multi agency working.
- Collaborates with other schools and colleges.
- Seeks active partnership with parents, through initiatives such as 'Achievement for All'.
- Resource for families and the community.
- Highest level of resources and facilities.

Children and young people's welfare is our highest priority and the progress and impact of the changes will be closely monitored by our 'Multi-Disciplinary Team' – a group of educationalists and therapists, who meet once a week, Chaired by the Principal.

We remain 100% committed to ensure that our students, on transition from Learn@ MAT, 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.

## **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 involved in the discussion and formulation of their own PLPs and are shown how to understand their content and outcomes. Young people are encouraged to attend all internal personalised planning meetings, EHCP's, Care Plans and visits by their Social Worker. Families are consulted with and involved in key decisions where appropriate. At Learn@ MAT 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 active '**student voice**' ensures all students have the opportunity to provide input and feedback regarding all aspects of school life.

We promote the regional Young People's Parliament and have numerous representatives at the Bristol Parliament over recent years.

## **Parent/Carer Communications**

Parents/carers are encouraged to be involved at all stages of their child's education. The Trust has an 'open door' policy to parents/carers. Staff record information on each student every day and share with parents/carers through agreed appropriate channels. Similarly, parents/carers can share details of their child at home via diaries, phone calls and e-mails. This regular 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 three times a year to discuss their child's progress, share information, and priorities. A written report is sent home at the end of each academic year, which outlines the child's progress. Parents/carers are consulted regularly using questionnaires and able to receive regular feedback through home-school diaries, phone calls, e-mails and Apps as to their child's progress and/or significant incidents in School.

Home visits are conducted as placement plans for anyone being offered a place at our Residential School, as for some parents/carers Learn@ MAT may be geographically far from their home and they may struggle with transport access which the Trust can help with in specific situations. The Academy will be flexible in building relationships with parents/carers and offers workshops on subjects which will help the child both at home and at School – such as behaviour/sleeping difficulties/sensory integration/e-safety, etc. The Trust recognises that parent/carers have valuable knowledge and skills with their own child that can be brought into the learning environment. Similarly, the Trust 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.

Learn@ MAT already has good links with parent-led organisations such as The National Autistic Society (Bristol Branch) and Supportive Parents. Learn@ MAT offers parents/carers a venue for regular coffee mornings so that parents/carers can have the opportunity to meet each other and attend relevant training appropriate to the needs of their children.

The school website is also a key source of information for parents/carers and students.

## **Staff CPD & Performance**

Learn@ MAT places great importance on recruiting and retaining high caliber 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 well trained staff deployed to meet the individual needs of our students.

## Induction & Continuing Professional Learning

Learn@ MAT provide thorough induction for all new staff, which will support their introduction to the Trust's provision of Professional Learning opportunities throughout the academic year. Professional learning (including induction) is based on individuals' needs; however, it is likely to include:

- The vision for our academy
- Safeguarding
- Introduction to SEMH
- Introduction to Autism/SLCN
- Use of the Team Teach Approach
- Co-curricular/enrichment activities
- The development of students' communication skills
- Working with the partner schools in our Trust
- Provision for gifted and talented students
- 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/other professionals in our academy
- The school's Behaviour Management System
- Health and Safety including Risk Assessment
- Professional Code of Conduct

## Performance Appraisal

There is a rigorous programme for appraisal for both teaching staff and non-teaching staff. Teachers will operate on a September to August cycle and non-teaching staff on an April to March cycle. 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 planned observations for each teacher and there will be a constant programme of learning walks as well.*** Pay progression will not be automatic but dependent on the evidence of high standards reached and targets met. Similarly, UPS will be a rigorous process with no automatic approval. Our young people deserve the best teachers and support staff and we are committed to recruiting and retaining the best.

## Training

Learn@ MAT ensures all staff complete a comprehensive induction-training package. Specific training is delivered based upon roles and responsibilities.

The induction-training package includes:

- Safeguarding & Child Protection
- First Aid
- Report Writing
- Communicating with Children
- Administration of Medication
- Control and Restraint (Team Teach)
- Dealing with Violent and Aggressive Behaviour



- Fire Safety
- Communication with Parents/Carers
- Code of Conduct

### **Governance through Academy Councils**

The Learn@ MAT promote local school governance through an 'Academy Council' in each school/PRU which comprises of a maximum of 9 Governors, approved by the Trustees. The others include the Learn@ MAT Executive Principal, a parent Councilor and a Staff Councilor.

The Academy Council will operate under agreed Terms of Delegation and Scheme of Governance agree by the Trustees. This will include a decision-making matrix across all key areas of our work establishing clear lines of responsibility and accountability. These documents clarifying our working arrangements are available on the Learn@ MAT web site.

## HOW WE ACT IN PUTTING OUR PHILOSOPHY INTO PRACTICE

APPROACH	FOR EXAMPLE	WHY
Act as good role models to the students i.e. “do as I do” not “do as I say”.	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 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.
Use descriptive praise in every interaction with a student.	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”.	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.
Act in a consistent manner	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.	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.
Enforce simple and clearly defined rules and limits, fairly and firmly.	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 them, rather than saying nothing and reporting them later.	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. Consistently applied, rules make life more predictable.
Speak to students in a clear, concise manner.	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.	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”.
Express disapproval of behaviour, never of the individual.	“Stealing is an awful thing to do” rather than “You are an awful boy for stealing”.	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.
Give praise warmly, appropriately and sincerely at every opportunity. Describe the behaviour that you like.	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.	Praise is good for everyone. Success breeds success and positive reinforcement of good behaviour is far more effective than negative reinforcement of poor behaviour.

APPROACH	FOR EXAMPLE	WHY
Be a fair and reliable adult. Avoid letting students down whenever possible.	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.	We want students to learn to trust adults and have faith in them - this may be a new experience for them. Predictability = security = improvement.
Refer to students, their parents, relatives or possessions in a positive manner, whenever possible, and always in a professional manner.	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.	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.
Concentrate upon positives and what can be done, rather than the opposite.	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.	This helps build self-esteem, self-confidence, and trust.
Show tolerance towards students exhibiting negative behaviour, but you may show intolerance towards the behaviour.	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.	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 those 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?
Listen to students.	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.	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 Listen@MAT them. Students will not expect you necessarily to agree and just getting it off their chest may help.
Be aware of individual needs and how they are being met.	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.	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.

APPROACH	FOR EXAMPLE	WHY
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. 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 and 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, and 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	FOR EXAMPLE	WHY
<p>Be positive, enthusiastic and aware of the need to motivate yourself and others.</p>	<p>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.</p>	<p>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.</p>
<p>Express your care for the students through the quality of your supervision of them.</p>	<p>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.</p>	<p>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.</p>

## Appendix 2: Provision for Students

### UNIVERSAL PROVISION FOR ALL STUDENTS

- Class provision with high adult ratio.
  - Classes taught by professionals with specialist SEND and Team Teach training.
  - Support from additional adult, when needed
  - SLT support and intervention for all students when needed
  - Environment addressing sensory needs e.g. reduced sensory stimulus, informed by specialist OT and SALT
  - Managed structured environment to enable transitions.
  - Supervision and support around site, including SLT at breakfast club, break and lunchtime.
  - Structured and highly personalised curriculum scrutinised regularly by 'Multi-Disciplinary Team'
  - Specialist booster programmes for literacy and numeracy where required.
  - Access to Social Stories where appropriate and daily small group tutorials.
  - Regular recording and feedback on 'engagement' in learning, including QA by SLT and SIO.
  - Specialist Educational Psychologist (EP) advice and guidance.
  - SENDCo support, advice and guidance.
  - Speech and Language Therapy (SALT) and Occupational Therapy (OT): assessments, advice and guidance to staff including training, and contribution to planning e.g. curriculum, lessons, and student Personalised Learning Plans.
  - Integration of strategies across the academic curriculum to support the development of language and communication skills.
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- Specialist support by qualified mentors with relationships, social skills, which may involve SALT input for planning, advice and intervention.
  - Access to safe space facility.
  - Access to personalised learning outside the Classroom (LoTC) activities, including Forestry Skills.
  - Excellent, SEND appropriate facilities
  - Outdoor learning activities, including Residential experiences and International Travel.
  - Relaxation activities
  - Daily enrichment activities.
  - Daily access to Co-curricular (after school) clubs.
  - Enterprise/Humanities/SMSC activity days throughout the academic year.
  - Regular reports home and phone calls for all students.
  - Regular newsletters for parents / carers.

## UNIVERSAL AGE RELATED PROVISION

<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Daily agility, balance and coordination exercises.</li> <li>• Sheltered playground with additional supervision.</li> <li>• Access to safe space and outdoor play areas.</li> <li>• Environment with significantly reduced sensory stimulus.</li> </ul>	<p><b>Key Stage 3:</b></p> <ul style="list-style-type: none"> <li>• Residential / camp experience.</li> <li>• Daily specialist teaching to accelerate pupil progress.</li> <li>• Intense and targeted Literacy and Numeracy interventions programmes.</li> <li>• Preparation for Life Programme.</li> <li>• Lesson by lesson monitoring of Engagement</li> </ul>	<p><b>Key Stage 4:</b></p> <ul style="list-style-type: none"> <li>• Work Experience programme</li> <li>• Daily specialist teaching to accelerate pupil progress.</li> <li>• Intense and targeted Literacy and Numeracy interventions programme in preparation for public examinations.</li> <li>• Lesson by lesson monitoring of engagement</li> <li>• Outdoor Education residential experiences.</li> <li>• Intense, bespoke, tailored Preparation for Life Programme.</li> </ul>
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Learn@ Provision Descriptors	Provision for the Young People
Learn@ Standard	<p>Small class size with minimum 1:8 teacher ratio.                      Small class size with minimum 1:8 Learning Facilitator ratio.                      Access to behaviour support.                      Supervision at structured and unstructured times to facilitate appropriate interactions.                      Differentiated, personalised curriculum.                      Robust initial assessment and comprehensive induction process over a minimum of five days.                      Access to group weekly mentoring sessions.                      Daily access to a key adult.                      Termly engagement plan meetings with home.                      Access to multi-agency support to share information and advice.                      Carefully planned weekly access to inclusion opportunities such as vocational and enrichment.                      Specialist, individual assessment and advice at least once a year.                      Classes taught by professionals with specialist SEND, Safe guarding, Team Teach training and a nurturing approach.                      SLT support available at all times during the school day.                      SEND friendly classrooms.                      Support to develop emotional literacy and appropriate expressive language skills.                      Staff trained in medical needs and first aid.                      Access to healthcare practitioner e.g. school nurses.                      Identification of SEND and appropriate interventions and transitions to specialist settings.                      Supported transitions to future school/FE/training/employment places.</p>
Learn@ Enhanced	<p>Small class size with minimum 1:8 teacher ratio.                      Small class size with minimum 1:8 Learning Facilitator ratio.                      Access to behaviour support.                      Supervision at structured and unstructured times to facilitate appropriate interactions.                      Differentiated, personalised curriculum with specific SEN strategies and structured support.                      Robust initial assessment and comprehensive induction process over 20 days.                      Access to group weekly mentoring sessions.                      Daily access to a key adult.                      Termly engagement plan meetings with home plus weekly parental contact.                      At least termly access to multi-agency support to share information and advice.</p>

	<p>Carefully planned regular access to inclusion opportunities such as vocational and enrichment.</p> <p>Regular access to specialist individual specialist assessments and advice.</p> <p>Classes taught by professionals with specialist SEND, Safe guarding, Communication, Nurture and Team Teach training.</p> <p>SLT support available at all times during the school day.</p> <p>Specific SEND friendly classrooms.</p> <p>Management of transitions between activities.</p> <p>Modification of language used to meet the needs of identified students.</p> <p>Gross and fine motor skills programmes.</p> <p>Support to develop emotional literacy and appropriate expressive language skills.</p> <p>Group interventions surrounding social skills, emotional literacy and self-esteem.</p> <p>Staff trained in medical needs including specific medical needs such as epilepsy and diabetes.</p> <p>Regular access to healthcare practitioner e.g. school nurses.</p> <p>Supported transitions to future school/FE/training/employment places.</p>
<b>Learn@ Specialist</b>	<p>Small class size with minimum 1:5 teacher ratio.</p> <p>Small class size with minimum 1:5 teacher ratio.</p> <p>Access throughout the school day to behaviour support.</p> <p>Individually tailored support at breaks and lunch times.</p> <p>Individualised curriculum.</p> <p>Robust initial assessment and comprehensive induction process over a minimum of 20 days.</p> <p>Regular individual mentoring sessions and daily group mentoring sessions.</p> <p>Access to a key adult throughout the whole day.</p> <p>Engagement plan meetings with home as required with daily school to care contact beyond the school day.</p> <p>Ongoing and frequent access to multi-agency support.</p> <p>Carefully planned daily access to inclusion opportunities such as vocational and enrichment beyond the school day.</p> <p>Frequent access to specialist individual specialist assessments and advice.</p> <p>Classes and individuals taught by professionals with specialist SEND, Safeguarding, Communication, Nurture, Attachment awareness and Team Teach training.</p> <p>Gross and fine motor skills programme.</p> <p>SLT support available at all times beyond the school day.</p> <p>Specific SEND friendly classrooms and environment.</p> <p>Detailed risk assessment for each aspect of the day indicating the required behaviour support strategies and interventions needed for a large part of the day.</p> <p>Modification and personalisation of language to facilitate access and engagement.</p> <p>Carefully planned and individualised management of transitions between activities.</p> <p>Emotional literacy support including individual interventions surrounding social skills, emotional literacy and self-esteem.</p> <p>Access to therapeutic interventions.</p> <p>Staff trained in medical needs and care plans including specific medical needs such as epilepsy and diabetes.</p> <p>Frequent access to healthcare practitioner e.g. school nurses.</p> <p>Individual medical support plans/risk assessments.</p> <p>Highly personalised and supported transitions to future school/FE/training/employment places.</p>



## Appendix 3: Banding Descriptions

### Social, Emotional and Mental Health Needs

	Specialist Plus	Specialist	Enhanced	Standard
<b>SEMH needs</b>	<p><b>Specialist needs as well as:</b></p> <ul style="list-style-type: none"> <li>Pupil requires a completely individualised programme in order to engage in activities and maintain safety</li> </ul>	<p><b>Enhanced needs as well as:</b></p> <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 may be 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, individual support.</li> <li>Pupil may have 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>	<p><b>Standard needs as well as:</b></p> <ul style="list-style-type: none"> <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 the ability to build and maintain successful relationships with adults and peers</li> </ul>	<ul style="list-style-type: none"> <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 needs which are impacting on attitude and approach to learning</li> <li>Pupil has difficulty with concentration, engagement and participation in learning; this maybe because of for example fear of failure, or low self-esteem.</li> <li>Pupil requires support to interact appropriately in structured and unstructured times</li> <li>Pupil may be withdrawn, timid, in need of nurturing approach.</li> </ul>

	Specialist Plus	Specialist	Enhanced	Standard
Cognitive needs			<ul style="list-style-type: none"> <li>• Pupil may have Moderate Learning Difficulties</li> <li>• Pupil may have difficulties across <b>all</b> areas of the curriculum, and may be working outside of the programme of study for their key stage in all core subjects (English, maths, science)</li> <li>• Pupils may have delay in reasoning, problem solving, attention and concentration skills</li> <li>• Communicates using spoken language, some pupils may occasionally using a range of signs, gesture as well as words</li> <li>• Requires small group with individual support for most of the school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil able to benefit from an inclusive approach to the mainstream curriculum with support</li> <li>• Pupil may have Mild Learning Difficulties</li> </ul>

	Specialist Plus	Specialist	Enhanced	Standard
<b>Social/ Communication Interaction</b>		<ul style="list-style-type: none"> <li>• Pupil whose communication and understanding of the world is affected by the triad of impairment</li> <li>• Pupil exhibits frequent (daily) frustrations which manifests itself as violence and supervision is necessary to maintain safety</li> <li>• Limited social communication skills, which affect all areas of learning and social activity including break times and lunch times.</li> <li>• Pupil exhibits unpredictable, sudden outbursts of challenging behaviours that jeopardizes the health and safety of self and others.</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Pupil has social communication difficulties that cause anxiety and limits ability to manage emotions</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 may show signs of distress when faced with new people, places, events or when unsure what is going to happen.</li> <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 disordered language and difficulty in receptive as well as expressive language.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil has difficulties forming and maintaining friendships with peers.</li> <li>• Pupil may exhibit a range of unusual behaviours associated with social communication difficulties</li> <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>

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.

## Appendix 4: Costings

<b>Learn@ MAT Banding</b>	<b>Core Funding</b>	<b>High Needs Top-Up</b>	<b>Total</b>
Standard	£10,000	£9,670	£19,670
Standard Plus	£10,000	£15,195	£25,195
Enhanced	£10,000	£23,695	£33,695
Specialist	£10,000	£35,500	£45,500

Short- break residential			+£17 500
Weekly Residential			+£38 250