



# THE OUTDOORS SCHOOL

DfE Number: 878/6075

## SEND INFORMATION REPORT

<p>What types of SEN do we provide for?</p>	<p>The Outdoors School is an independent special school for learners aged between 7 - 16, designated to meet the needs of students with Social, Emotional and Mental Health (SEMH), Speech, Language and Communication Needs and ASC. We are based across two sites in Exeter and Tiverton and deliver a curriculum that is heavily based on social and emotional development and operates almost completely outdoors following the Forest School ethos. We believe in developing the whole learner not just their academic ability.</p>
<p>Who is our Special Educational Needs and Disability Co ordinator (SENDCo) and how can she be contacted?</p>	<p>The SENDCo is: Miss Paula Wilkins Email: <a href="mailto:paula.wilkins@theoutdoorsschool.co.uk">paula.wilkins@theoutdoorsschool.co.uk</a> Telephone: 01392 832632</p>
<p>What is our approach to teaching learners with SEND?</p>	<p>The learners are taught in small groups, with one curriculum tutor, one pastoral tutor and one learning support assistant. Learners with higher needs have a 1:1 learning support assistant. We use personcentered approaches to teaching so all work is differentiated and modified to meet the learners' needs through the Forest School ethos. We use a variety of strategies to meet learners' social and emotional, communication, sensory and therapeutic needs.</p> <p>Our curriculum is designed to be accessible to all members of our learning community no matter what barriers have prevented progress and growth prior to joining us. Our aim is to ensure learning is aspirational and drives our learners to be positive members of our local, national and global communities and lifelong learners.</p>

<p>How do we adapt the curriculum and learning environment?</p>	<p>We break down the literacy and numeracy into 6 distinct pathways for learners to ensure they are able to work within their ability and still be stretched appropriately. These pathways cover the assessment framework outcomes.</p> <p>Further areas of curriculum that are met within the project-based learning framework but are not explicitly covered by the assessment framework are Human and Social elements.</p> <p>When a learner joins The Outdoor School's learning community the first three years is spent doing the same</p>
---	---

	<p>curriculum based on SEMH with a focus on social emotional development. During these years we have created a specialised curriculum with a high focus on challenging negative behaviour and supporting identified SEMH needs, allowing learners to develop a sense of self-worth and understand our learning approach and high expectations. Beyond this, learners will move into age specific pathways and transitions that are tailored to their learning needs as shown in the assessment framework and schemes of learning.</p>
--	---

<p>How do we consult parents/carers and involve them in their child's education?</p>	<p>Parents/carers (and learners) are invited to visit the school during the consultation process. Parents/carers are invited in, usually within six weeks of their child starting, to discuss their targets. These are incorporated into the IBSP (Individualised Behaviour Support Plan) and care plan and shared with both parents/carers and staff.</p> <p>There is a parents/carers' evening every term, which enables a short meeting to discuss progress or concerns. Parents/carers are invited to contribute to annual reviews, both in written format and through their attendance at the meeting.</p> <p>Ultimately the school operates an open-door policy which enables parents/carers to share any concerns with staff before and after school or to telephone staff.</p> <p>Our Child &amp; Family Support Worker will complete a home visit before any learner starts and is available to support parents/carers throughout the time their child is with us, if needed.</p> <p>Specific learning plans will be shared with parents/carers to develop a consistent approach and also to provide consent for the IBSP and Care plans.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Every morning and afternoon staff and learners sit together for a 'check-in' session to ascertain how everyone is feeling etc. Activities can then be adapted to suit the individual learners' requirements. Staff know and understand their learners very well and constantly observe their behaviour to understand how they are feeling.</p>

	<p>Learners are fully involved in their annual reviews and have the opportunity to complete a reflection sheet with a trusted member of staff. Learners are also invited to their meeting as we follow a personcentred approach.</p> <p>There is also a school council who contribute ideas and suggestions for school improvement.</p>
<p>How do we assess and review pupils' progress towards their outcomes</p>	<p>The school follows an assessment process that includes four data drops a year measuring progress on all eight strands of the curriculum for each learner. All staff contribute to this assessment and this forms part of the QA (quality assurance) process performed by the Senior Leadership Team (SLT) and the Directors.</p> <p>Curriculum tutors review progress daily in lessons, which informs planning. IBSP targets are reviewed termly and there is an annual report to parents/carers on their child's progress.</p>
<p>How do we support learners preparing for adulthood?</p>	<p>Learners throughout the school are encouraged to be as independent as possible using the skills that they have. This will include personal care, organisation, learning to be independent and much more. In addition, Learners are taught Forest School skills that they will be able to use throughout their life.</p>
<p>How do we support learners with SEN to improve their emotional and social development?</p>	<p>The school views relationships and emotional wellbeing as vital to learning and for the first 3 years students follow an SEMH heavy curriculum.</p> <p>There are good staff ratios of staff to learners, so that they can feel nurtured, valued and have their needs met. We support learners with behaviour management plans if required and staff meet regularly to maintain levels of awareness and training. The school has a significant focus on communication as many situations arise from frustration and not being able to speak or express feelings, and de-escalation strategies are always applied when necessary.</p>

<p>What expertise and training do our staff have to support our learners?</p>	<p>There is a highly skilled staff set that consists of a range of professional curriculum tutors, pastoral tutors, learning support assistants, outdoor LSAs, 1:1 learning support</p>
	<p>assistants, therapists and specialists.</p> <p>We have a qualified CPD team so that the school can provide an inhouse training programme to ensure that staff have basic skills in the aspects of Forest School and meeting SEN that are universal across the school ie PRICE training (Positive Behaviour Support and Physical Intervention), first aid, behaviour management, working with ASC learners etc.</p> <p>There are trained safeguarding officers on all sites to ensure learners are protected from harm. These staff ensure all other staff are aware of their duty of care to keep children safe.</p> <p>The SENDCo holds the National Award for Special Educational Needs Coordination (NASEN) as well as THRIVE. There are also staff trained in Trauma, Mental Health, Mental Health First Aid, PRICE, Sound Right, Identifying Domestic Violence, Safeguarding Level 2 or 3 and Prevent, CEOPS (Child Exploitation and Online Protection) and PDA (Pathological Demand Avoidance). Food Hygiene, ASC. The school also access advice and support from the Company's Inclusion Lead who specialises in Autism, Neurodiversity, sensory differences and PDA dance.</p> <p>Staff work closely with Speech and Language Therapists (SALT), a Play Therapist and Educational Psychologists (EP) who provide support and guidance to school staff. Knowledge, skills and practice is shared within the school so that we keep abreast of ideas and practice that we could use.</p>
<p>How will we secure specialist expertise?</p>	<p>Some specialist expertise is secured through commissioned services ie EP. The Senior Leaders also bring others in to supplement the skill base across the school. We also grow our own expertise by utilising the passion, skills and knowledge of our staff.</p>

<p>How will we secure equipment and facilities to support our learners?</p>	<p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for our learners. We are part of a wider company called The Outdoors Group.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting families?</p>	<p>The school is well supported by SALT, the EP service and Children’s safeguarding services to meet learners’ needs. Some of these services attend reviews and visit learners in school to monitor progress/needs and to share information with the school.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>The school evaluates its own effectiveness, and this is monitored through a variety of processes. The Senior Leadership Team (SLT), consisting of the Headteacher, Deputy Head and SENDCo, reports on all aspects of the school to Directors who in return challenge the SLT. In addition, the SLT continuously QA (Quality Assure) staff on their practise.</p> <p>The school is subject to an Ofsted inspection every three years with the next one due March 2023.</p> <p>The school’s effectiveness in the annual review process is monitored by the SENDCo.</p>
<p>How do we handle complaints from parents/carers about the provision made at the school?</p>	<p>There is an opportunity for all parents/carers to raise concerns about their child’s provision at any time through contact with either the Pastoral or Curriculum Tutors, senior site staff or SLT.</p> <p>If a concern is more formal then the parent would be directed to our complaints procedure which is found on our website.</p>

<p>Who can parents/carers contact if they have concerns?</p>	<p>Parents/carers may raise a concern with their child's Pastoral or Curriculum Tutors or the SENDCo. Parents/carers may wish to address their child's lead directly or take their concern to a member of the senior site staff. They can of course take their concern directly to the SENDCo or Headteacher.</p>
<p>What support services are available to parents/carers?</p>	<p>The school holds coffee mornings run by the Child and who will be able to deliver bespoke training and signpost parents/carers to organisations for support. As the school is a specialist provision everything we do provides a level of support. We are also able to listen to parents/carers' concerns and needs providing a signposting service and making referrals if required.</p>

<p>Where can the LA's local offer be found? How have we contributed towards it?</p>	<p>The LA's local offer can be found by clicking on the following link:  <a href="https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer">https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</a></p> <p>The Outdoors School contributed to the local offer by providing information about its provision.</p>
---	--

*Date issued: September 2020*

*Signature of Director or Company Secretary:*

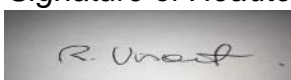


*Name: Shevek Pring*

*Review date set: January 2022*

*Date reviewed: 25<sup>th</sup> January 2022*

*Signature of Headteacher:*



*Name: [Robyn Vincent](#)*



*Review date set: 1<sup>st</sup> January 2023*

*Date reviewed: 24<sup>th</sup> January 2023*

*Signature of Headteacher:*

A rectangular box containing a handwritten signature in black ink. The signature appears to be 'R. Vincent'.

*Name: [Robyn Vincent](#)*

*Review date set: 1<sup>st</sup> January 2024*

*This policy in all its forms and copies are the property of The Outdoors Group Ltd. The Outdoors Group Ltd accepts no responsibility for misinformation caused by unauthorised copying, distribution or amending of policy documents where they exist in the public domain.*