

School: Oaks Park (Horizon 7 -11)	Date: September 2021
<p>A. School/base Expertise and Capacity:</p> <p>Student numbers</p> <p>60 commissioned places</p> <p>Aims and Outcomes</p> <ul style="list-style-type: none"> ● To access mainstream provision at post 16 and be able to take part in adult society ● To support students to make good progress and have aspirations to achieve, preparing them successfully for the next stage in their education ● To develop students' social and communicative skills so that they can increase their access to mainstream provision, their social relationships with their peers and communication with adults ● To help students cope with a wider range of environments and self-manage their sensory and self-regulation needs accordingly ● To develop more independence e.g. short local travel, accessing local social facilities, making considered decisions ● To think about their future and plan for what they need to develop to achieve it <p>Curriculum adaptations</p> <p>The specialist base provides small group teaching with high levels of adult support in the areas of social and communicative curriculum for up to 6 hours each week; this course also delivers Personal, Social, Health and Careers education as well as RS for Horizon students.</p> <p>At Key Stage 3, delivery of the mainstream curriculum (19 hours) for secondary students (i.e. English, Mathematics, Science, Geography, History, Art, Drama, Music, Technology, PE and/or Occupational Therapy advised activities) is through small group teaching, with high levels of adult support, either within the base or in specialist subject facilities. Individual children may access a mainstream class with support but this is rarely the norm. Those wishing to take modern language would need to access mainstream classes</p> <p>At Key Stage 4, delivery of the GCSE curriculum (19 hours) in the core subjects of: (English, Mathematics, Science, PE and/or Occupational Therapy advised activities and two additional option GCSE or Vocational subjects (eg BTEC courses) is generally through small group teaching, with high levels of adult support, either within the base or in specialist subject facilities. Restricted options are offered within the base, and progression routes to post 16 are taken into account. Students may also access mainstream classes and options.</p> <p>Teaching is differentiated to take into account needs and therapy provision is embedded as much as is possible</p> <p>Enrichment and social activities are an important part of the curriculum</p>	
<p>B. Provision:</p> <ul style="list-style-type: none"> ● Mainstream curriculum – differentiated in its delivery to take into account ASC. ● Small group teaching and high levels of adult support within a specialist environment to manage sensory, environment or communication needs for all lessons taught in the base. 	

- A significant input (of up to 30%) through a specialised social and communicative curriculum delivered in small groups by staff trained in this area.
- Embedded therapy work, supported by advice from specialists, that is delivered within the context of the planned curriculum in small teaching groups whenever possible and in 1-1 or small groups otherwise.
- Separate facilities in a self-contained unit with its own entrance, classrooms and social area as well as science lab, food technology area and dining hall and OT/small Hall area. All classrooms are fitted with an interactive whiteboard allowing creative interaction with learning resources and each classroom has its own ICT resource.
- ELSA trained staff for input and managing emotions/self-regulation activities and other staff overseen by the Educational Psychologist
- Safe haven and sensory room for students if needed during the school day
- Behaviour policy which explains the principles and systems that it uses in managing behaviour in the context of the special needs of the children in the base.
- Staff alert for indicators of stress and worry, with plans for managing these emotions. The best plans are those discussed with the family and child to see what works best. As well as the short-term responses to any moments of pressure, the base also has activities within the curriculum as well as specialist input to support development of skills in these areas.
- Systems for parental communication and support e.g. offer of specialist programme to children with chance for parents to be part of this; half-termly formal meetings with parents; work with well-being team on strategies for use at home
- Tracking and monitoring systems: Each child in the base has a designated teacher who oversees their progress. Most will also have a dedicated support worker who takes an especial interest too. Each year group has a tutor assigned to the year group. The tutor runs morning sessions and usually delivers all or part of the social and communication programme (up to 6 hours each week). Students also take various base-line assessments as needed to provide a clear picture of their current academic levels and future needs.
- For those children accessing mainstream lessons monitoring includes lesson by lesson feedback through a member of support staff. There are also regular drop ins to observe and check all is well. Within the base, there are learning walks and an open door policy is encouraged.
- In addition to drop ins and gathering of pupils views, formal academic data is gathered each term and this informs reports home to parents/carers. Children are each set academic targets and their progress towards these are used as part of whole school, subject and horizon group analysis. This supports review and additional interventions as needed. There are twice weekly Students Review meetings at each of KS3 and KS4 to review progress and make any changes to support strategies or focus for Horizon students.

Therapies Provision

Therapy provision is embedded within the curriculum as much as possible, using advice and support from specialists. Examples would include:

- Adapting the English curriculum to deliver SALT objectives and outcomes within taught lessons
- Using the social and communicative curriculum to deliver both SALT and OT self-regulation and social communication strategies
- Adapting the PE curriculum to reinforce Occupational Therapy objectives, or providing distinct provision for those requiring targeted work
- Using local trips or visits to practise key skills and decision-making

This, similarly, applies to other input such as Dyslexia or Art Therapy teaching. The small groups within the base, coupled with high levels of adult support, allows delivery effectively and in a way that embeds the key outcomes more effectively.

However, there are occasions when specialist input is required directly. This would usually be for a period of time to address or support particular issues that have not responded to the taught curriculum. Alternatively, this may be to address short term difficulties that need overcoming to maintain access to the small group teaching classes and benefit from the provision.

The base has an overall allocation of time for Educational Psychologists and Therapists that it uses as needed to support students to meet their outcomes as per the Educational Health and Care Plan. Much of this time is used to support the work described above. However, specialist support may be required for example:

- 1-1 or pair work to address particular self-regulation, social or sensory issues
- Individual strategies to support accessing the provision successfully
- A “course” of specified length to develop specific skills or coping strategies
- Work with our ELSA (Emotional Literacy Support Assistant) staff

Work with an Assistant Psychologist under the supervision of an Educational Psychologist

Preparation for Adult Life

A key purpose of the base is to support children and young people to develop skills during key stage 3 and key stage 4 so that they can:

- Access post 16 mainstream provision e.g. colleges or sixth forms and manage the mainstream environment successfully
- Form friendships and develop a social network
- Cope with a wider range of environments and self-manage their sensory and self-regulation needs accordingly
- Develop more independence e.g. short local travel, accessing local social facilities, making considered decisions
- Think about their future and plan for what they need to develop to achieve it
- Careers programme and Advisor input

Support for this aim is through:

- tutorial system, where children meet their tutor and work with support staff each morning, getting them ready for the day and addressing any immediate issues as well as delivering key aspects of the social and communicative curriculum
- use of specialist programmes aimed at supporting the development of social and communicative awareness for those with autistic conditions
- access to mainstream social and extra-curricular facilities, with support, to develop and practise coping strategies and interact with a wider range of their peers
- adaptation of the base curriculum, using opportunities within English, Humanities, Art, PE and Technology in particular to develop skills and understanding
- Planning individual small tasks and steps each term to support personal development and confidence. This will mean moving out of the “comfort zone” with support at times, but is an important part of growth and maturation for a child.
- Increased exposure to mainstream staff during key stage 3 and 4.

Enrichment / social activities

Intention : to practise skills in the larger community as well as build self-esteem and confidence.

Enrichment activities form part of the tutorial programme and social and communication programme. This includes LIFE skills, e.g. cooking and travel safety. Also organising events or activities within Horizon e.g. Local day trips; access to Diamond Riding Centre; cinema trips and other social activities; charity events. Access to mainstream social events, extra-curricular or trips is available where a student can manage the environment successfully with support.

Support staffing (per week per class, on average)

66 hours for LSA support in classes, managing emotions support, meeting, escorting to transport; social time and breaks
7 hours ELSA/well-being support
6 hours AP time
5 hours floating LSA for additional input for key students
6 hours additional therapy input (including SALT and OT) – LSA equivalent; intention to reduce this as embedded therapy works into the system
6 hours support for attending mainstream individual lessons (eg assumes that one child for eg 2 subjects in a class on average)

96 hours

Numbers of classes

5 (averaging 8/10 students) with 1 teacher for 25 hours plus tutorial time (20 minutes per day) with additional teacher time for support and intervention averaging 1 to 8 overall for 25 hours a week.
Students may also access individual mainstream subject lessons as and when manageable for their needs; they are usually supported to attend mainstream assemblies and, for a very few individuals, may be attached to mainstream tutor groups.

C. Admission Process:

The Local Authority should consult with the Horizon base, as per the statutory process, for students with an EHCP who are seeking a placement within Horizon base.

Criteria for Admission

- Students whose prime need is classed as Autism and who are able to access the mainstream curriculum in terms of their academic ability with high levels of support related to their autism diagnosis, but would otherwise be unable to do so. The base is not appropriate for a student with extensive learning needs who needs a highly adapted curriculum as the Horizon base delivers a differentiated mainstream secondary curriculum.
- Students who can learn in small groups and manage the associated classroom environment and relationships with others. A student who needs 1-1 support and/or 1-1 teaching will not find the Horizon base provision matches their needs.
- Students who can access some mainstream classes with additional support but needs access to the base provision for social communication and other lessons.
- Students who, as part of learning groups and other social activities, are able to tolerate others' presence and those routine behaviours and sensory experiences that comes with teenagers and the group environment.

D. Review of student provision:

Every student will have an Annual review of the EHC Plan with any recommendations for change. Students Annual Review outcomes, will be broken down into termly targets and monitored via a SEND Support Plan.

E. Outreach Commissioned:

None commissioned.

F. Funding and moderation processes

The Council will develop and put in place governance arrangements that ensure that the different pathways and numbers within them are part of a moderation process involving specialist provision leaders so that cohort changes are recognised and there is parity across provisions in terms of judgements.

G. Transition Processes

A comprehensive transition program is key to building student confidence and enabling a smooth start to their new school. After a student has been offered and has accepted a place in Horizon the following transition programme will take place:

For students who are transitioning from Year 6 into Year 7:

- Attendance by Horizon Staff at the Y6 Annual Review
- Summer term transition lessons: 3 mornings where taster days are offered. Students will be accompanied by their current LSAs for 2 of these mornings, but supported or taught by Horizon staff
- Parents are given a Horizon specific information pack
- Students are supported by transition booklets given out at the end of the summer term
- Parents will be connected within the Horizon community via regular coffee mornings and parents' evenings

For students who are transitioning Post Year 7:

- Transition program will be developed on an individual basis depending on the circumstances and needs of the student.
- This will include visits with trusted adults, transition booklets and experiencing lessons. Students timetables may be modified to support a gradual transition where appropriate
- Parents and student (and in some cases current LSAs) to visit Horizon to discuss individual student needs, supports, expectations and process involved in the upcoming transition.

For students who are transitioning from Year 11 into Post 16:

- Arranging visits for Post 16 provisions, including internal Sixth Form and external colleges.
- Arranging time for students to read prospectuses and looking at provider's website.
- Career planning, as part of the Princes Trust qualification.
- Discussions with parents and supporting parents via Open Evenings on Post 16 planning.
- Transition booklet and interview preparation.

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