

COMMISSIONING BRIEF FOR SLADEWOOD ACADEMY 2024-2025

1.	<p>AIM AND PURPOSE: Sladewood Academy is a provision for children whose needs cannot be met in mainstream. The aim of the provision is to ensure the continued education of children in a supportive, positive and good quality education environment in order to enable them to achieve and make progress against the outcomes in their EHCPs. In addition to providing education, the aim and purpose of the provision is to support pupils to address any emotional, behavioural and physical difficulties which affect their development and to help them develop resilience. The school is commissioned to provide access to a range of support interventions as set out in section 4 of the brief as needed by individual pupils in order to help pupils start to address any issues which affect their learning.</p>
2.	<p>OUTCOMES: The school will be child centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:</p> <ul style="list-style-type: none"> • Children are engaged in education, have a positive attitude to learning and confidence in their academic achievements. • Children develop their emotional resilience. • Children achieve stretching academic and interdependence targets to improve future life opportunities. • Children have clear planned progression routes at 11 preparing them for their next steps in education to increase their independence in all areas. • Children are kept safe and are able to make safe and healthy lifestyle choices. <p>The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.</p>
3. 3.1	<p>DETAILS OF THE SERVICE:</p> <p>Capacity The service will provide education and support placements to a maximum of 60(full time equivalent) pupils at any one time and have the flexibility to increase where required. Commissioned places are as follows:</p> <ul style="list-style-type: none"> • Number: 60 • Age range: 4-11 years • Gender: Co-educational <p>Client Group and Criteria The service is for children whose special needs have been identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction (often pre verbal) • Cognition and Learning • Sensory and/or Physical needs <p>We will support children with their social & emotional needs but we cannot meet the needs of children whose main area of need is SEMH.</p> <p>3.2 The Local Authority will determine the categories above and these will be assessed on a case-by-case basis. Children often have needs that crossover different areas and their needs can change over time, therefore these four broad areas give an overview of the range of needs that could be catered for within a specialist setting.</p>
3.3	<p>Our provision is for children with Moderate and Additional learning difficulties. Which could mean they are 2-5 years behind their chronological age within their learning needs but can still access a modified learning curriculum.</p>

	<p>Pupils may also have associated complex learning difficulties and disabilities (i.e., they may have conditions that overlap and interlock, e.g., mental health, behavioural, physical, medical, sensory, communication & interaction).</p> <p>The school will not be tasked with supporting children and young people whose main presenting category of need is Social Emotional and Mental Health</p>
<p>4. 4.1 4.2</p>	<p>DESCRIPTION OF THE SERVICE:</p> <p>4.1 Placements: All placements into the school will be made through the Local Authority.</p> <p>4.2 Admissions procedure: It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child has an EHCP. (Assessment placements for pre -school children who do not have a statutory plan will be discussed and decided at the Local Authority’s Early Years multi agency planning group.) 2. The child-requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. s needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway. There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long- term learning needs as evidenced by standardised assessments and attainments which are significantly below expected levels in most areas of the curriculum. 3. The child or young person has complex and significant needs in one or more of: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Sensory and/or physical <p>We will support children with their social & emotional needs but we cannot meet the needs of children whose main area of need is SEMH.</p> <p>As evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person.</p> <ol style="list-style-type: none"> 4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan. 5. The child/parent has expressed a preference for a special school placement which is agreed by the local authority’s multi agency Special Educational Needs and/or Disability (SEND) resource panel <p>Or</p> <p>The parent/ child expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the ‘incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years)</p> <p>Additional indicators can include a predicted high level of dependency through life and long term multi agency interventions from both health and social care</p>

5. CURRICULUM AND ACCREDITATION OF LEARNING:

5.1 Intent

Our intention is a bespoke curriculum to support children with moderate and additional learning needs. The curriculum will enable children to feel safe, secure and increase their confidence in their academic ability where they are able to make progress based on their own starting points with a greater level of independence. The intended curriculum will also be well matched to children on the Autistic spectrum and with social language and communication difficulties as well as those who have social, emotional and mental health difficulties in relation to learning difficulties.

The core values of the curriculum will be **Kindness, Relationships and love for learning** With the three key rules of **Being Safe, Being Ready and Being Respectful**.

With Preparation for Adulthood at the heart, we propose a broad and balanced holistic based curriculum which focuses on the basic functional skills to prepare children for their next steps in education and provide them with essential life skills for independence. It will be a curriculum which focuses on relationships, emotional & social well-being, how to keep safe as well as basic functional academic skills.

The coverage of lessons will have an equal balance of academic lessons with social, emotional and well-being sessions to ensure that children are happy, safe and secure within the school environment enabling them to be ready to access their learning. Environmental stewardship is embedded throughout through work towards meeting Eco School criteria, RE and Our World themes.

The purpose of the curriculum model is to provide pupils with increased confidence within their own abilities and provide them with a clear life-long desire and passion for learning which they will be able to utilise in their next steps of education at secondary level.

5.2 Implementation

The Implementation Lessons will be based on core functional skills relating to the child's real time needs and skills that will enable children to become as independent as possible, meet EHCP outcomes and reach their full potential.

EYFS In line with Trust policy, Early Years pupils will follow the curriculum as outlined in the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 of these areas are known as the prime areas – these are seen as particularly important for igniting curiosity and enthusiasm for learning, for building children's capacity to learn, form relationships and thrive.

The prime areas are:

Communication and language, Personal, social & emotional Development. The prime areas are strengthened and applied through 4 specific areas:

Literacy, Mathematics, Understanding the world and expressive arts & design.

The approach to EYFS delivery is effective in SEND schools with strategies such as continuous provision extended in to primary (and even secondary) depending on pupil need.

Primary Delivery will be via termly topics and be creative in nature. The long-term plans and medium-term plans will focus on a coverage of skills allowing teachers to be creative in delivery

	<p>based on pupils' interests for greater engagement. This gives teachers autonomy in delivery based on the individual needs of pupils, so ensuring differentiation of the curriculum is effective.</p>
<p>5.3</p>	<p>Subjects will be as follows: Core: Phonics, Core: English, Core: Maths , Core: RSE/PSHE (incorporating Zones of Regulation, Life Skills such as cookery, Thrive and EHCP Targeted Work) , Our World (incorporating Science, Geography and History) ,The Arts (including Art, Music, Drama and Design & Technology) , Computing , Active Skills- (PE, Sensory Circuits, Soft Play, RDA) ,Forest School , RE and Enrichment.</p> <p>Delivery of these lessons will also take into account individual pupil communication goals which have been outlined by Speech and Language assessments, as well as their Occupational therapy goals identified by the OT.</p> <p>The lesson delivery should be active and engaging and focus a lot on real experiences and child led discovery [active learning model] allowing them to have curiosity and wonder in the world that surrounds them. Sensory approaches and engagement with the Outdoor Play and Learning [OPAL] Primary Programme will further support this.</p> <p>Impact</p> <p>The Impact The whole child will be catered and cared for. Children will feel safe, happy and secure. Children will have a positive learning experience and will be able to experience success and feel the desire to celebrate their personal achievements. Children will become more independent and confident in their own abilities. The curriculum will be based on their right time needs and be personalised to them. The school will become a more enjoyable place for children to be in. Children will have a love for learning and their passion will shine through.</p> <p>Children will be accessing a curriculum and school experience that displays “place.” This stands for: PLAYFULLNESS; children will have access to a playful and fun learning experience. LOVE; children will feel loved, valued and cared for. ACCEPTANCE; individual needs and differences will be celebrated and valued in the community. CURIOSITY; a clear passion for learning and inquisitive nature will be showcased by all. EMPATHY; for everyone in the school community, showing an understanding of feelings and needs</p>
<p>6.</p>	<p>ANNUAL REVIEWS OF EHCP'S AND REINTEGRATION:</p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>
<p>7.</p>	<p>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION AT 11:</p> <p>The school will deliver good quality information, advice, guidance, and support to pupils & parents aged 9-11 to consider their aspirations and progression options post primary school - into their next steps in education. This should include opportunities for relevant school visits & information evenings regarding secondary options.</p> <p>The school will work with the Local Authority, and specialist secondary schools to develop good progression routes at the end of key stage 2 and support smooth transitions into secondary schools' provision.</p>

7.1	<p>Partnership working with schools and other agencies</p> <p>The school is expected to fully participate in partnership and multi-agency working both at a strategic and operational level.</p> <p>The school will support children, and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> • Children’s Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people’s organisations <p>The service will promote and support the maintenance and continuation of children’s relationships with friendship and peer groups, and local communities, as appropriate to the child.</p>
8. 8.1	<p>PARTICIPATION:</p> <p>Parent / Carer engagement</p> <p>The importance of parental and / or carer engagement and the home learning environment in children education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parents/carers should be made 3 times per academic year for instance through parents’ evenings. <p>Annual reports should be provided to parents.</p>
8.2	<p>Participation and involvement of children and young people</p> <p>The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council’s protocols.</p>
9.	<p>MONITORING AND REVIEW:</p> <p>This commissioning brief will be reviewed annually.</p>