

Silverdale School and Silverdale Primary Additionally Resourced Provision (ARP) SEND INFORMATION REPORT/LOCAL OFFER 2022- 2023

Silverdale Context

Silverdale Organisation comprises of the following:

- ❖ Silverdale@Howdon.
Silverdale Special School situated at Howdon. The main site accommodates pupils aged 7 to 16 years of age who have Education Health Care Plans for Social Emotional and Mental Health Needs (SEMH) or who are accessing an Assessment Place again primarily for SEMH. The main site has a Key Stage 3 and Key Stage 4. The Primary and Middle School department supporting KS2 pupils and Middle School students is situated in the Langdale Centre.
Number of places: 110
- ❖ Silverdale@Howdon - ASD/SEMH Provision situated at the main site. This provision offers a bespoke curriculum to a group of students who experience barriers to learning due to both their ASD and SEMH needs. The classes are small and located in a quiet, low stimulus area of the site. Pupils accessing the ASD/SEMH Provision also share facilities such as the play areas, Multi Use Games Area, specialist rooms such as Cookery, Music and DT etc. where appropriate.
- ❖ Silverdale@TheCoast
Silverdale Learning Centre situated at Monkhouse Primary School, North Shields. This specialist centre offers places for vulnerable students who are unable to cope with accessing the main site. They receive a bespoke curriculum focussing on building social skills and resilience delivered by a highly skilled staff working 1:1, 1:2 as needed.
- ❖ Silverdale@Killingworth
Silverdale Additionally Resourced Provision (ARP) situated at Grasmere Academy, Killingworth. The ARP supports pupils aged 3 to 11 years who are struggling to cope in mainstream settings due to their SEMH needs. The pupils are dual registered with their home school and access a full time highly differentiated and personalised curriculum, delivered stage not age. The pupils are assessed during their time at the ARP and next steps may include transition back to mainstream with an EHCP or transition to a specialist setting which meets their needs again with an EHCP.
Number of places: 36

- ❖ Silverdale Outreach Team situated at the Killingworth site. The Outreach Team work across all North Tyneside first, middle and primary schools on request. Their remit is to support mainstream settings in keeping children with SEMH in school. The Team offer courtesy visits, bespoke workshops, pupil interventions, direct work with all staff, strategy maps and reports, meetings with families, multi-agency working and chair Outreach Review Meetings.

Silverdale Aim

Our aim is to work with pupils experiencing barriers to learning related to SEMH and other needs so that they take pride in learning, communicate effectively and develop pro-social skills to become independent and functional members of society.

We work with young people from their baseline and are aspirational in setting targets for achieving holistic good progress or better, to close the learning gap.

We want our students to be responsible, regulated, respectful and ready for the work place.

We have a clearly defined vision for the school:

Our Purpose

To enable our learners to overcome the barriers of SEMH and to be ready for the world beyond Silverdale, equipped to achieve their goals in life.

Our Beliefs

- We believe that every person in our school is an individual of equal value and deserves to be treated with respect
- We believe that every decision we make and everything we do is to make life better for our pupils
- We believe that our role in managing behaviour is to enable our pupils to manage it for themselves
- We believe that every pupil must get the very best education so that they can reach their potential and have the future they deserve
- We believe that our school is exceptional, and our pupils deserve to have this recognised.

Our Three Key Areas

1. Our Welcome

We make each learner feel welcome, included and accepted.

We ensure that learners and staff remain safe and secure in school.

We celebrate differences and uniqueness.

We foster successful relationships between staff and pupils.

We ensure that learners are able to self regulate and are ready to learn.

We create strong links with families/carers and multi-agency teams to provide an holistic support network for our learners.

2. Our Curriculum

We develop an holistic, rounded curriculum, that is challenging and accessible for all.
Our curriculum develops skills to promote good social, emotional and mental health.
We support staff in developing innovative offerings in teaching and learning.
We track progress and challenge ourselves to achieve the best outcomes for each learner.
The curriculum is tailored to individuals to allow them to achieve their stated goals.
We use assessment tools to make a timely determination of the right post Silverdale route for each learner.

3. Our Career Offering

For pupils and staff -

We understand the needs and aspirations of each learner and enable them.
We maximise success in each post-Silverdale placement.
We provide effective and customised career guidance and work experiences.
We provide exceptional career experiences and development for our staff.
We develop strong, supportive team environments among all staff.
We maximise staff wellbeing.
The school meets the Baker Clause.

Silverdale Curriculum

We deliver a curriculum that includes the Thrive Approach, Outdoor Learning, Outdoor Education and Team Teach to facilitate and support our pupils to take their place in society as successful adults. The Silverdale Offer supports pupils in becoming independent travellers, functional in English and Maths, equipped with a skill set that allows them to meet new people with confidence, work well within a team and see challenges as possibilities.

Silverdale curriculum encompasses Early Years, KS1, KS2, KS3 and KS4.

We believe the key to successful outcomes for our students is built upon the relationships developed within our school community. Students have experienced rejection and failure before joining us and our first essential work is to reach out, build trust and rapport and then develop positive relationships as a foundation to offer support, reassurance and challenge. Our curriculum is not just an academic offer, it's function is to guide and educate so that students address and heal any disruptions in their emotional and social development before channelling their energy and focus into achieving qualifications and skills, to equip them for the work place.

Our Local Offer aims to help you to understand how we support pupils with special educational needs and disabilities relating to Social, Emotional and Mental Health Needs.

Silverdale Offer

We consult with pupils and their families on our local offer by:

- Talking to parents/carers about their child and what they may need because we recognise that they know their child best.
- We offer formal and informal meetings so that parents/carers feel welcome and can arrange meetings when and where it suits them.
- We are here to listen to and to support families, so that the partnership we build ensures the very best for the child.
- Children and young people will be invited to visit and look around the school and ARP so that they have the opportunity to ask questions and meet staff.
- Home visits can be offered so that each child/young person understands what is happening, why and feels involved and safe.
- All pupils will have a named member of staff who will support them and be available for them to talk to.
- Pupil voice is recognised and valued.

We will let families know about any concerns about a pupil's learning by:

- Parents/carers will have the same access to a named member of staff who will agree with parents/carers how they would like to be kept up to date on their child's progress.
- We can ring, text, email or meet with parents/carers to discuss any concerns.
- Parents/Carers events celebrate each child's successes and allow parents/carers to meet with staff.
- If a child is struggling with their learning we will let parents/carers know, so that together, we can help move them forward.
- We also will hold and attend where possible school reviews, annual reviews and any other meetings (such as Team Around the Family) that may help everyone supporting the child to share ideas and feedback to help the child/young person make progress. Written reports are shared as and when needed.

When a pupil is identified as having special educational needs, we support their development and progress by offering:

- A Playful, Accepting, Curious and Empathetic (PACE) approach.
- Personalised learning.
- A highly differentiated curriculum which means that children are taught through steps of learning based upon their baseline of ability rather than their age.
- A wide range of tasks and activities that reflect the children's/young person's interests where possible.
- Access to one to one and small group support.
- A flexible and positive approach to behaviour management.
- A recognition of strengths and efforts through praise, positive feedback and rewards.

- The tools that enable children/young people to make positive changes to their behaviour.

Other people, agencies and teams providing services to children with a special educational need/ disability in school include:

- Therapeutic Counsellors
- Care and Connect Workers
- Odyssey Project Workers
- Public Health Nurses
- Educational Psychology Service
- CAMHS Practitioners
- Language and Communication Team
- Occupational Therapists
- Speech and Language Therapists
- Hearing/Visual Impairment Sensory Team
- Physiotherapists
- Professionals from other schools
- Family Partners
- Drug and Alcohol Liaison Workers
- Children's Services Social Workers
- Community Disability Team
- GPs
- NUFC YOLO Workers
- NUDGE Practitioners
- Wallsend Boy's Club
- Police
- Youth Offending Team
- Guest Speakers
- And anybody else who we believe can help our children.

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition.

Each child's/young person's transition is personal and very carefully planned to meet their needs. Elements of transition may include:

- Group visits to the new venue/department.
- Individual visits to the new venue/department supported by staff or family.
- Transition booklets to give information to the child/young person about the new school, the staff, routines and photographs of staff and the site.
- A transition booklet made by the child to help new staff get to know them, their likes/dislikes and needs.
- Home visits.

- Phased integration which could be from one lesson a day, building up to full attendance over an agreed time scale.
- Circle time activities and opportunities allowing children/young people to discuss their feelings, hopes and fears as they look to move on.
- We act as a point of contact for parents/carers between schools.

Staffing @ Silverdale

All teaching and learning staff are trained in PRICE, (Protecting Rights in a Caring Environment) a positive behaviour management approach, trauma recovery based which consists of 95% de-escalation and 5% restraint.

Continued Professional Development is a high priority and the training programme is designed to meet needs as they arise whilst keeping up to date on core requirements and developments in ASD, ADHD, SEMH and any factors that contribute to Adverse Childhood Experiences (ACEs).

Please contact the school if you wish to know more about our staff training, knowledge and skills.

Family Working @ Silverdale

The organisation has a team of experienced and highly trained Link Workers whose key role is to provide, where possible, families with a 'one stop, one conversation' experience. Partnership working with parents and carers is vital at Silverdale and we aim always to make families feel welcome and valued and we hope they leave events feeling informed, included and empowered. Our aim is for our families to move from endurance to resilience.

Families are also signposted to services / organisations through the Local Offer. As part of our commitment to the Leading Parent Partnership Award, we offer parents/carers the opportunity to attend sessions on:

- Open morning for parents/carers to meet with professionals from services to promote understanding of how to support learning at home.
- E-safety, learning how to keep everyone safe online.
- Welcome events with different themes to share ideas with parents/carers so that they can support learning at home.
- Welcome mornings and afternoons where parents and carers can talk to teaching staff about their child's progress and have the opportunity to look through books.

Further Information About Silverdale

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy, curriculum documents, frequently asked questions and family feedback are also available on the school website.

The school's self-evaluation process focuses on teaching and learning for pupils with special educational needs and disabilities and achieving good progress moving towards independence.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer at Silverdale and Silverdale Primary ARP then please contact school.

Telephone: 0191 605 3230

SENDCo Contact: emma.webster@silverdaleschoolint.org.uk

🔗 WEBSITE: www.silverdaleschool.com

🔗 FACEBOOK: www.facebook.com/silverdaleschoolarp

🔗 TWITTER: www.twitter.com/SilverdaleNT

🔗 CURRICULUM DOCS: www.silverdaleschool.com/curriculum

🔗 POLICIES: www.silverdaleschool.com/policies_documents

School entitlement offer to pupils with special educational needs or disabilities	
<p>Communication and Interaction Needs: e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<p>Support Available Within School</p> <ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and
<p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.
<p>Social, Mental and Emotional health e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The schools Relationship Policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk Assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate.

	<ul style="list-style-type: none"> • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Outdoor Learning is used to offer a different approach to the curriculum. • There is a nurture group at lunch times / break times to support pupils. • Information and support is available within school for behavioural, emotional and social needs.
<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions.

Although school complaints procedures are in place and can be accessed through our website, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact North Tyneside Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109 or email SENDIASS@northtyneside.gov.uk