



This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 23 – Children with disabilities have the right to live a full life and receive support from the government.

Article 28 – Every child has the right to and education

Article 29 – Every child's education must develop their talents and abilities.

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Overview

The Specialist Support Base (SSB) has 14 places for students who have EHCPs. In accordance with the SEND Code of Practice: 0-25 (2015), local authorities must provide a local offer for students with an additional need. The placement of pupils in the SSB is the decision of the SEND team of Northumberland County Council and all requests need to be made through them. Once the school is consulted regarding a placement an evaluation by school staff is made to assess suitability for the provision to meet the needs of the individual child and the targets identified in their EHCP.

The SSB at Seaton Sluice First School is committed to safeguarding children and providing a safe, secure and healthy environment for them across the whole school.

All pupils are entitled to a broad and balanced curriculum which takes into account their Special Educational Needs. The provision provides a highly structured environment in order to ensure that pupils make progress in all aspects of their school life. Children in the SSB are also allocated a mainstream class appropriate to their age and where suitable, the children will access this.



Aims

The purpose of the provision at Seaton Sluice First School is to enable the students to have access to a balanced curriculum in the SSB and in a mainstream class with their peers: The provision aims:

- For all pupils to achieve their best
- Provide support and a curriculum to their appropriate cognitive levels of development
- To meet the EHCP objectives for the pupils.
- To ensure that the students with EHCPs are able to work alongside their peers and other staff in the school, the provision has the following organisational aims:
 - Provide a highly structured teaching environment
 - Observe and assess pupils in order to provide opportunities for appropriate teaching and learning
 - Opportunities to work in small groups and independently
 - Support the pupils with an adult in mainstream lessons
 - Provide pupil profiles complete with up to date strategies and new information as it arises for the mainstream staff
 - Work in partnership with parents
 - Work in partnership with external support, professionals and therapists.
 - Offer staff training and continued support

Safeguarding

Our children are often very vulnerable due to their additional needs. SSB staff work as a team to ensure that children stay safe. If any member of staff becomes aware of any safeguarding issues, they have an obligation to report this as soon as possible to the Designated Safeguarding Lead who will follow the procedures as laid out within the whole school policy. All staff have access to a secure page on the internal system to record any safeguarding concerns.

Equal Opportunities

Equal opportunities protects the rights of the children regardless of race, religion, gender or disability and prohibit discrimination. Chapter 6 of the SEND Code of Practice: 0-25, relates to the responsibilities of the school in relation to focus on the rights of every child and young person to receive an education that enables them to make progress so that they:



- achieve their best
- become confident individuals leading fulfilling lives
- make a successful transition into adulthood.

The school also needs to ensure that pupils with SEND engage in activities alongside their peers. The SSB will assist the school in ensuring that the pupils have opportunities to access lessons, resources and trips with their mainstream peers. The SSB will promote the values of the school and adhere to all policies in terms of behaviour, anti-bullying and equal opportunities of the school.

Teaching environment

The SSB environment consists of a large classroom for group activities and an enclosed, safe outdoor area. There is a sensory room, therapy room and a fully accessible wet room.

The provision offers structured teaching with:

- Clear routines and structure
- Clear expectations and boundaries
- Consistent behaviour management

Based on structured teaching principles the provision has:

- Individualised timetables
- Visual timetables for students
- Modified tasks
- Focused communication sessions
- Clear routines
- Sensory room to allow students who are finding the environment and the work at certain periods of the day an opportunity to independently recover and be ready for learning and help them develop self-regulation techniques.

On top of this there are opportunities for social play to develop social skills, small group work to help develop attention and listening skills, circle time to develop social behaviours (turn taking, sharing, paying attention to others etc.)

Curriculum

Pupils have full access to the national curriculum at the appropriate level according to individual need. Modifications may include:



- Opportunities to take part in small group, individual or 1-1 activities within the provision
- Individual support for mainstream lessons
- Broken down tasks to enable maximum ability to concentrate on the task and complete work to the best of ability
- Sensitivity to pupils' sensory difficulties relating to their EHCPs
- Work and reward system to provide motivation

Assessment

Students will be continuously assessed using Cherry Garden assessments and where applicable, against the national Curriculum. This information will be shared termly with parents to ensure that they are aware of the progress being made.

Transition process for new pupils

Once the placement is confirmed with the SEND commission at Northumberland County Council a full transition process is followed to enable students to quickly feel a part of the school and the SSB.

Students will be visited in their primary schools by staff from the SSB who will speak to the key staff to aid transition. Pupils and their parents will be invited to visit the SSB and transition books can be provided for the children to support with the transition process. SSB staff may also attend any review meetings for incoming pupils.

Working with parents

The SSB recognises the important contribution parents make to their child's learning. We work in partnership with the parents and will communicate on a regular basis either in person, via phone conversations or through a home school book. Parents are encouraged to use the communication book to communicate any pertinent information about their child. By sharing this information with the school, we are more able to adapt the day to ensure that a child is calm and available for learning. There are termly opportunities for parents to come in to the school to discuss the progress of the students. Pupils with and EHCP will also have an annual review meeting with key staff and external agents to review and set targets as identified in their EHCP.

Working with other professionals

The provision will work in collaboration with other professionals as stipulated in the pupils EHCP. Outside agencies may include:



- Educational Psychologist
- CYPs
- Speech and Language Team
- Occupational Therapy
- School nurse
- Social services
- Other professionals should the need arise

Staffing

The SSB has a high ratio of adults to children. All staff are encouraged to share ideas and contribute to all aspects of the SSB, including planning, preparing the physical and learning environment, preparation of resources and delivering sessions. It is, however, the responsibility of the teachers to make final decisions. Staff may rotate and will work with all children in the SSB as well as supporting them when they spend time in their mainstream class. The SSB is seen as a training opportunity whereby mainstream school staff can come in for sessions to learn about the strategies and techniques used with the children in the SSB.

Staff development

The Provision aims to be a source of information and support for mainstream staff:

- Offer of CPD for staff
- Support through pupil profiles of SSB students

The benefits of these opportunities are:

- Promotion of inclusive teaching
- Collaborative opportunities for staff to work together
- Highlighting and raising awareness of different needs

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