



# Statement of Purpose

*'To provide our students with the confidence and resilience to meet the challenges that act as barriers to their education and impact upon successful outcomes in their everyday lives'*

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## 1 (i) Introduction

Welcome to the View School's Statement of Purpose and thank you for taking the time to read about us. In this document you will get an idea of who we support, why there is a need for our school and how we work with our students. We also hope you'll get a 'feeling' of who we are and the values we hold.

This is of course, just a document and may not answer all of your questions or give you all the information you are looking for. Our policy documents support the work we do (available on our website or from the school office), these should provide you with any additional information you require; alternatively, you can give us a call, email or arrange to pop in for a visit.

We updated this Statement in September 2022. During this process we were able to reflect upon the developments we have seen since the school opened, the changes in the level of need of young people in our local area and the challenges faced by different stakeholders in meeting the need of the SEMH cohort.

## 1 (ii) About us

School Name: The View School

Address: Church Street  
Edenbridge  
Kent TN18 5BD

Email: [info@theviewschool.org](mailto:info@theviewschool.org)

Telephone: 01732 865049

Website: [www.theviewschool.org](http://www.theviewschool.org)

No. of students: 24

Phase of education: Secondary and Post 16

Gender: Mixed

Staff ratio: minimum of 2 members of staff per class

maximum class size: 8

Placement type: Full time education, term time only, Day placement

Designation: Social Emotional & Mental Health - Autism Spectrum Conditions

Company name: The View School Ltd

Company number: 11313257

Registered office: England and Wales

Mission statement: *To provide our students with the confidence and resilience to meet the challenges that act as barriers to their education and impact upon successful outcomes in their everyday lives*

The View School is a bespoke education environment for young people whose educational needs are unable to be met by a mainstream school or college. All our students have an Education Health and Care plan (EHCP). The challenges our students will have faced will have led to a breakdown in their education and time out of school. During this period students may have received home schooling, or spent time in hospital, accessing hospital school education.

*'Our supportive and proactive approach to meeting the challenges associated with both academic and personal development; provides an environment where students feel confident and assured in their abilities'*

Our small cohort allows a focus on meeting the needs of the individual, building a depth understanding of each student, the challenges they face, and finding a route for successful outcomes. We work with our students, providing opportunities and experiences that inspire them to achieve their goals and future aspirations.

*'We challenge our students, supporting them in having positive educational and life experiences. Our aim is for our young people to have the aptitude and skills to enable successful future outcomes, being effective contributors in all aspects of their lives'*

Our students continue to face the challenges that previously lead to other educational providers being unsuccessful in meeting their individual needs. We work with our students to better understand these challenges and associated behaviours. Our aim is to provide the support our students need, to find an effective route to overcome or be effective in managing the barriers to their education and future life outcomes.

*'Use the support of those around you and the school environment to better meet your own needs'*

### **1 (iii) Values and Ethos**

- To provide a reflective and ever-evolving provision that continuously develops
- To support our whole school community in their learning
- To promote respect and understanding of other people and their views
- To enable our student in meeting the social challenges they face; becoming active and positive contributors to the broader community
- To deliver a curriculum and approach which inspires our learners
- To work with students, parents and other professionals to provide the best opportunities for our students both now and in the future

## **2 Designation, diagnosis and student need**

**2 (i) Designation:** Social Emotional and Mental Health (SEMH) including Autism Spectrum Conditions (ASC)

**2 (ii) Student Diagnosis:** ASC (high functioning), a Comorbid diagnosis, Attachment Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Oppositional Defiant Disorder (ODD), Complex Trauma

A diagnosis is only an indication of a range of difficulties faced by an individual. Although a young person may have a diagnosis of, for example Autism; the challenges and life experiences of this young person can be very different from another person with the same diagnosis. By the same token, young people with different diagnosis may face the same challenges. In the words of Monty Python, 'we are all individuals'.

*A student's EHCp and diagnosis ..... 'It is not a description of the individual or a representation of the opportunities they have for development in their future'*

We believe in having a true understanding of our students, the challenges they face and how they impact upon their anxiety and resulting behaviours. No matter what the primary diagnosis, we are focused on meeting the needs of a young person, whom is facing a range of challenges in accessing their education and the social world in which they live.

### **2 (iii) Challenges and behaviours:**

- Barriers to social inclusion resulting from negative education experiences including bullying and isolation from the main school.
- High levels of anxiety, resulting in school refusal / social isolation / self-harm and suicidal ideation.
- Elevated levels of frustration or anxiety caused by the inability to participate in learning and/or social contexts
- Social Communication difficulties leading to conflict with peers and adults
- Difficulties in expressing emotions, with resulting frustrations causing possible verbal or physical outburst
- High Levels of anxiety resulting in support from mental health professionals either at home or in hospital.
- Difficulties in operating successfully in large or busy environments
- Lack of empathy or Theory of Mind
- Delayed attention and listening skills
- Anxiety-based problems (Attachment Disorder, Separation Anxiety)

- Generalised Anxiety Disorder
- Negative life experiences, abuse or neglect, (Post- Traumatic Stress Disorder)
- Depressive disorders including depression and self-harm
- ADD/ADHD
- Oppositional Defiant Disorder
- Pervasive Developmental Disorders (high functioning)

## **2 (iv) Educational experiences our students may have faced:**

All our students will have faced significant challenges in meeting the demands of a mainstream, alternative provision or a Specialist school.

Some will be School phobic, or be facing mental health challenges that have resulted in spending time in a secure unit or hospital. Many will have seen their school placement breakdown, with their previous school identifying they are unable to meet need.

For others, their behaviours may have impacted upon their school placement, with the action of the school leading to exclusion. They may be disengaged from the learning process, with the impact of negative educational experiences and social understanding acting as a barrier to successful educational outcomes.

*‘we review any information provided about a potential student as a representation of their past journey and not as an indication of their forward one’*

All our students will have an education Health and Care plan (EHCP). The detail within the EHCP will identify challenges and outcomes associated with the young person’s educational development. Section F within the plan will identify the provision identified to enable learning to take place. When we offer a placement to a young person with an EHCP, we take on a legal responsibility to put in place the services identified within this section. Yet this is only a small part of the needs of the young people whom we support, we recognise that there are broader factors to consider.

No matter how much detail is written within an EHCP, it cannot accurately identify the support required on a day to day and moment by moment basis. The relationship with the young person, understanding how their challenges impact upon their levels of anxiety and how this affects their behaviour is critical in enabling support.

By focusing on the needs of the individual and the barriers they face in accessing their education, we are able to empower our students, placing them in a position where they are more able to understand themselves and build upon positive outcomes to raise self-esteem and resilience. Our aim is to provide our students with ‘choice’ and not to be restricted in the opportunity of successful life outcomes due to the challenges they have faced during their childhood.

*'Our approach is designed to provide an environment and culture of enquiry, where the whole cohort feel safe to challenge themselves academically, to enjoy their successes and to feel confident in meeting areas for development'*

## **2 (v) What we expect from our students**

Our students share a common trait; their commitment to further their academic studies and the willingness to explore strategies to help them meet the challenges they face in our socially demanding world.

*'To share your views in an appropriate and socially acceptable manner. To work with those around you to provide a school where everyone feels safe and able to study'*

### **3 Demand**

#### **3(i) 2022 update**

At the time of reviewing this document, the Department for Education is in the process of conducting a SEND review. The aim of the review is to provide better outcomes for young people in a more cost-efficient manner. The fundamentals of this review are still very much based upon The Children and Families Act (2014) and the SEND Code of Practice (2015).

The demands and costs associated with meeting the needs of young people with a SEMH or ASD diagnosis continues to grow. Despite the best efforts of Local Authorities, Schools and other professionals; mainstream settings are still unable to provide suitable learning environments for a growing number of young people.

Our snapshot from 2018 remains relevant as there has only been an increase in need for effective provision since this time.

#### **3 (ii) 2018 snapshot:**

The Children and Families Act (2014) and the SEND Code of Practice (2015) have been put in place to ensure the most appropriate, cost effective placement is available for young people with a statement of educational Need, and an Education Health and Care Plan. The aim was to establish a joint commissioning process that would see provision being wrapped around the child, with professionals and parents providing the evidence required to establish the level of need.

Despite the drive to place SEND young people in mainstream schools, and Local Authority (LA) maintained special schools, there continues to be a large number of SEND young people placed in independent special schools. Referrals and placements are increasing, with some special schools reviewing over 150 papers each academic year (e.g. West Heath\*). Of these referrals, an average of 30 new placements are made. West Heath identifying they are unable to meet the needs for the majority of referrals. West Heath has an average of 10 failed placements each year, indicating that independent special schools also have difficulty in providing effective provision for some young people.

The majority of these young people have a diagnosis of Autism, social communication and / or mental health or social communication needs, resulting in behaviours that put themselves or others at risk. For these young people an alternative approach to the structure of their education is required, in order for them to achieve the education for which they have a legal entitlement.

A recent article in the TES (2018) identified

"There's a desperate need, I'd say, for pupil-referral units and alternative provision, in the interests of these children."

- Headteachers warn there are not enough alternative provision places for pupils with mental health needs and behavioural issues
- The vast majority of school leaders say that there are insufficient places in alternative provision for pupils with mental health needs.
- three-quarters say that there are not enough alternative-provision places for pupils with behavioural issues.
- Almost 2,000 teachers, including 1,017 senior leaders, were asked the Department for Education-commissioned questions for the Teacher Voice survey, carried out by the National Foundation for Educational Research (NFER) organisation. The results show that 84 per cent of school leaders say that there are not enough places in alternative provision for pupils with mental health needs. Among secondary leaders, this proportion rises to 90 per cent.
- 74 % of all school leaders report insufficient places in alternative provision for pupils with behavioural issues.
- 78 % – of senior leaders say that there are insufficient quality places for pupils with mental health needs.
- 67 % – say that there are insufficient quality places for pupils with behavioural issues.

TES March 2018,; <https://www.tes.com/news/school-news/breaking-news/lack-places-pupils-mental-health-needs-highlighted-dfe-research>

In the government document Children and young people’s mental health—the role of education: Government Response to the First Joint Report of the Education and Health Committees of Session 2016–17, First Joint Special Report of Session 2017–19, Co-ordination between health and education services, recommendations were made for:

*A structured approach to referrals from education providers to CAMHS must be developed across the country. We have seen cases of strong partnerships between mental health services and education providers, but such links do not exist in many local areas.*

*We are encouraged by the results of the CAMHS link pilot and are pleased that the pilot has been extended. We recommend that the Government should follow the advice of the evaluation and commit resource to establish partnerships with mental health services across all schools and colleges. The variation in access for children and young people to timely assessment and support for mental illness is unacceptable.*

Government Response

- *By 2020 at least 70,000 more children and young people per annum will be able to access effective care.*
- *NHS England making a further £25m available on top of the £149m issued in 2016/17 to Clinical Commissioning Groups to support children and young people's service transformation and delivery, with a focus on reducing current waiting times for mental health services.*
- *Children and young people's mental health green paper will include further steps to improve access to appropriate services.*
- *We agree that partnership between schools and children and young people's mental health services is vital to provide the best possible prevention and support. As announced by the Prime Minister in January, the Government plans to extend our joint training pilot to improve collaborative working across schools and mental health services to test the sustainability of models of joint working across a larger number of schools.*

The green paper, Transforming Children and Young People's Mental Health Provision (DfE, DoH 2017) further identifies the needs for provision and the proposed approach of trailblazer initiatives to find best practices for this cohort of young people.

- *This mix of provision will look very different in different areas, and we do not believe there is a single model that should be implemented nationally. The trailblazer approach to the initial phase of implementation will allow us to test how best to deliver this new service through local innovation and differentiation, and understand how its benefits can extend to all children and young people, including the most vulnerable. We will invite a range of areas to develop and evaluate different models of delivering the teams, at the heart of a collaborative approach. The aim will be for trailblazers to provide implementation support to other areas as the additional resource rolls out.*
- *We know that mental health problems affect a significant number of children and young people, with the most recent data suggesting that one in ten children and young people has some form of clinically diagnosable mental health disorder. This level of prevalence equates to around 850,000 children and young people with a diagnosable mental health disorder in the UK today.*
- *An Office for National Statistics (ONS) survey (2004, the most recent available) found that 3.3% of children had anxiety, 0.9% had depression, 5.8% had conduct disorder, 1.5% had hyperkinetic disorder, and 1.3% had a less common disorder (made up of 0.9% with autism spectrum disorder, 0.3% with an eating disorder, and 0.1% with mutism). Some children had multiple disorders. In 2018, the outputs of a new prevalence survey will provide a current, rich evidence base on conditions and indicate whether these rates have changed.*

The weight of evidence indicates that there is a continued need for Independent Special Needs provision in order to meeting the statutory obligations of Local Authorities.

### **3 (iii) Special School Placements**

Figures published in 2017 show the level of placement by Local Authorities within the catchment area for the View School (permitted transport times for SEND young people, 1.5hrs).

**Table 18: Special schools <sup>(1,2,3)</sup>: Number of pupils with SEN by primary type of need <sup>(4)</sup>**

Year: January 2017

Coverage: England

	Social, Emotional and Mental Health		Autistic Spectrum Disorder	
	Number	%	Number	%
<b>ENGLAND</b>	<b>13,993</b>	<b>12.5</b>	<b>30,203</b>	<b>26.9</b>
Essex	225	8.4	545	20.4
Hertfordshire	382	16.9	481	21.3
Southend-on-Sea	70	13.1	175	32.8
Thurrock	2	0.6	131	36.3
<b>LONDON</b>	<b>1,212</b>	<b>8.0</b>	<b>5,390</b>	<b>35.4</b>
<b>INNER LONDON</b>	<b>396</b>	<b>7.5</b>	<b>2,349</b>	<b>44.3</b>
Kensington and Chelsea	2	2.1	23	24.0
Lambeth	16	3.5	187	40.8
Lewisham	24	4.2	348	61.2
Southwark	73	14.9	248	50.5
Tower Hamlets	87	17.5	233	46.8
Westminster	6	2.8	75	34.9
<b>OUTER LONDON</b>	<b>816</b>	<b>8.2</b>	<b>3,041</b>	<b>30.7</b>
Barking and Dagenham	0	0.0	44	12.7
Bexley	48	9.8	178	36.2
Bromley	121	20.2	56	9.4
Croydon	131	16.0	239	29.2
Greenwich	61	13.1	202	43.4
Kingston upon Thames	1	0.3	91	29.4
Merton	36	10.5	44	12.8
Redbridge	60	11.0	158	29.0
Richmond upon Thames	6	2.9	58	27.6
Sutton	61	14.7	109	26.3
<b>SOUTH EAST</b>	<b>2,588</b>	<b>12.9</b>	<b>5,583</b>	<b>27.9</b>
East Sussex	200	18.3	254	23.2
Kent	538	13.8	1,805	46.5
Medway	37	5.0	245	33.2
Surrey	233	9.0	824	31.8
West Sussex	188	10.5	495	27.6

### 3 (iv) Mainstream School Placements

**Table 17: State-funded secondary schools <sup>(1,2,3)</sup>: Number of pupils with SEN by primary type of need <sup>(4)</sup>**

Year: January 2017

Coverage: England

	Social, Emotional and Mental Health		Autistic Spectrum Disorder	
	Number	%	Number	%
<b>ENGLAND</b>	<b>73,325</b>	<b>18.4</b>	<b>35,706</b>	<b>8.9</b>
<b>ENGLAND</b>				
<b>EAST OF ENGLAND</b>	<b>73,325</b>	<b>18.4</b>	<b>35,706</b>	<b>8.9</b>
Essex	7,933	17.3	4,130	9.0
Hertfordshire	1,713	17.7	801	8.3
Luton	1,733	16.5	916	8.7
Southend-on-Sea	450	22.0	147	7.2
Thurrock	206	20.3	58	5.7
<b>LONDON</b>	262	19.5	68	5.1
<b>INNER LONDON</b>	<b>13,113</b>	<b>20.2</b>	<b>5,066</b>	<b>7.8</b>
Kensington and Chelsea	5,545	21.2	1,801	6.9
Lambeth	83	17.3	50	10.4
Lewisham	537	19.0	157	5.6
Southwark	323	14.9	304	14.0
Tower Hamlets	394	16.4	206	8.6
Westminster	505	20.4	106	4.3
<b>OUTER LONDON</b>	556	28.9	62	3.2
Barking and Dagenham	7,568	19.6	3,265	8.4
Bexley	400	24.6	111	6.8
Bromley	444	16.5	317	11.8
Croydon	439	17.0	299	11.6
Greenwich	509	18.0	312	11.0
Merton	194	11.9	250	15.3
Redbridge	269	21.3	103	8.2
Richmond upon Thames	527	19.8	148	5.6
Sutton	255	19.4	96	7.3
<b>SOUTH EAST</b>	289	17.4	191	11.5
East Sussex	11,332	18.8	6,320	10.5
Kent	457	17.0	356	13.2
Medway	1,951	21.7	1,354	15.1
Surrey	603	22.5	414	15.4
West Sussex	1,459	19.5	780	10.4

‘We believe in appropriate and cost effective educational solutions for young people whom are unable to access mainstream education’ – Admissions Policy

## 4 Our Environment

*The structure of the school, our environment, our approach and our curriculum are all focused on supporting our learners on achieving their academic and personal goals - Curriculum Policy*

### 4 (i) Location

Our school is located in the small market town of **Edenbridge in Kent**, close to the East and West Sussex borders. From here we are able to offer placements to young people from the fore-mentioned Local Authorities as well as Medway and the South London Boroughs forming the South London Commissioning Group. Our aim is for our provision to be available to young people with the greatest level of need from the widest catchment area possible. Only 20 minutes drive from junction 5 and junction 6 of the M25, travel times for our students can be kept at a minimum, even when traveling from outside of the local area.

The **school building** is nestled alongside St Peter and St Paul's Church on a quiet side road at the South end of the town north of the River Eden. Built in the same style as the church (which dates back to the 12<sup>th</sup> Century), the school enjoys high ceilings and large windows, making our building feel light and spacious. The physical environment has the key facilities to support a small cohort of students in their academic and personal development. Providing classrooms and study areas that are ideal for our student numbers.



### 4 (ii) learning space

**Classrooms** are ideally sized for our student numbers, with an average of 6 students, a teacher and support worker or other professional in each lesson. Facilities are as you would expect in any classroom, with the appropriate learning resources and materials to deliver an all-encompassing curriculum, tailored to our students' individual academic levels and personal development needs. Every student will have access to a computer. They will be supported in using this to enhance their learning and helped to understand the most appropriate use of the internet to enable positive outcomes both in their academic and personal lives.

Our **common room** areas are located centrally in the school, allowing for each class to have access to additional space for break out work, or for students, as an area where they feel more comfortable to study.

As a central part of the school provision, common room areas are shared by both students and staff. Our staff are responsible for supporting the development of students throughout the school day including social times. Modelling behaviour can only happen when students and staff are working and sharing experiences together. Learning does not just take place in the classroom; we take every opportunity to scaffold learning and development.

Common rooms are furnished in a manner which befits the multi-faceted use they receive, with a combination of 'soft' and tabled areas, these spaces can be used effectively as an additional teaching area, break out space or quiet areas.

The **soft room** is a quiet space where students are able to take some time for themselves, this may be to get away from the sensory stimulus of the day or to take a break from the exhaustion of keeping up with the demands of school. The use of this space is monitored, with the reasons for use being checked. We work with our students to understand why they need to use the space. We support students in overcoming the anxieties that lead to a young person being unable to complete a task, outcome or just be an active member of the school community and their social world. The soft room is also a less formal and quiet space for meeting with professionals, removing the formality of meeting rooms and offices.

Our **kitchen** facilities are open to both students and staff. We encourage students to be involved in planning and preparing their own meals as part of school life. As part of the decision-making process, our students are empowered and given responsibility wherever possible. Each Key Stage will be active in ensuring they have a balanced diet, exploring new foods and ways of cooking. This experience will be evidenced and go toward an accredited life skills programme (KS4 & Post 16); all our students are supported toward becoming independent both in studies and for their future adult lives.

Students are welcome in all areas of the school. The **School Office** door is open, except in circumstances where privacy is required. Students also have the chance to add personal choices in decoration of walls with pictures and paintings, our students take on a degree of ownership and pride in their school, promoting a culture of belonging,

Outside the school is a modest sized **playground** area. This space is large enough for students to kick a ball around, throw a Frisbee, to find a space to play games or use the outdoor classroom. We have a small vegetable area and greenhouse where students manage and tend plants, taking on the responsibility for all aspects of plant care. Our staff scaffold learning at social times and take an active role in promoting games and activities to provide positive experiences.

Edenbridge is a small market town, with bus and railway links, museum and a sports centre with swimming pool, surrounded by country walks and areas of natural beauty. Opportunities for extending learning **beyond our school walls** is substantive. Our PE lessons are held offsite, utilising local playing fields and the sports centre, thus providing us with the facilities to deliver a range of activities and sports. With all amenities just a short walk away, we have easy access to the essential components for life skills development and experiential learning.

## 5 Our approach

*'The structure of the school, our environment, our approach and our curriculum are all focused on supporting our learners on achieving their academic and personal goals'*

Understanding the individual needs of our students and building meaningful relationships is pivotal in providing effective interventions, strategies and support. No matter what the young person's diagnosis, we strive to understand the challenges they face, and will continue to face throughout their lives. With an understanding of these we scaffold personal development, helping our young people build upon the strategies and skills that will help them meet and overcome the barriers to successful future outcomes.

It is these challenges that have resulted in barriers to accessing education in a mainstream or other specialist school. This will have led to gaps in education, with the opportunity for learning limited. We provide a full and varied curriculum which enables our students to learn at the level and pace which is appropriate to them. Building upon positive experiences, reinforcing appropriate behaviours and inspiring our students to strive to achieve; we create a culture of enquiry and personal growth.

*'We challenge our students, supporting them in having positive educational and life experiences. Our aim is for our young people to have the aptitude and skills to enable successful future outcomes, being effective contributors in all aspects of their lives' – Assessment Policy*

### 5 (i) The interview

The View School reviews papers and the EHCp for a young person before offering an interview. The interview is an opportunity for us to get a better understanding of the student rather than the paperwork and diagnosis. It's also an opportunity for potential students to start to get to know us and see the environment they will be learning in. All our students need to have the desire to learn, even if they are unsure of the best route to achieve this, and we look for an indication of this during the interview process. We understand our role in this and use the interview as the chance to underpin our commitment to helping our students, our attitude and our expectations of everyone in our school community and beyond. We explore the previous barriers to learning and development, discuss the provision we can offer to help overcome these and meet the aspirations of the young person and their parents. The interview acts a forum for all parties to be assured that The View School can meet developmental and educational need. We want the young people and their parents or carers to be able to make an informed decision about our provision as much as we want to ensure our provision is right for them.

Some of our students may be awaiting transition from hospital and will not be able to visit the school. On these occasions we will visit the young person in the most appropriate setting. During our visit, the same topics will be covered as the school based interview, we will also bring a virtual tour of the school. We hope that all parties will gain the information required for to make an informed

decision about placement. This is important, as defining the onward journey for a young person, allows them to focus upon their next steps, knowing that there is a school place available to them.

We understand that visiting a 'school' can be daunting, especially if you've had previous negative experiences of education. Some young people may decide that they are unable to visit the school and be fixed in their view. If felt appropriate, we will make a home visit and start the process of establishing if a school placement is possible with the right support. If a school place is offered, we will clearly define our role in supporting the transition from home to school, building a package of support and progressive inclusion into the school community and environment.

### **5 (ii) Tutor groups**

On joining the view school an initial assessment will be carried out with baseline information established. This provides the evidence and guidance required for writing an effective provision plan. Where the need exists, we work with the family, finding strategies that can be applied in the home to further promote positive outcomes for all.

Students will join their relevant Key Stage group and be allocated a tutor and key worker. The Tutor will take the lead on working with the student, although this does not define the staff/student contact. We ensure that our students have the chance to have access to a 'trusted' adult at times of heightened anxiety; we are aware that a student's tutor may not be that person at that time.

Tutor groups meet at the start of the school day for 'tutor time'. This time is used to review the previous day, to discuss and reflect upon both positive and negative experiences. Peer relationships are encouraged, offering the chance for communication, role models, supportive relationships and the feeling of working together. Tutor time is normally accompanied by breakfast, ensuring that everyone is fed and watered, ready to start the school day.

### **5 (iii) Scaffolding learning**

The personal and social developmental needs of our students act as a barrier to accessing their education and often impact upon effective engagement in their social world. Having an understanding of the young person and how they interact with the world in which they operate is key.

We focus on helping our young people overcome the challenges they face throughout the school day. Staff are on hand to support young people understand the difficulties they face, and to find routes to overcome these. This is a gradual process, with young people slowly moving to a position where habitual behaviours and thought patterns are modified; becoming more effective in building upon positive experiences.

Staff model best practices and work proactively with students to find opportunities for success. Positive reinforcement is used, resulting in the raising self-esteem, general wellbeing and resilience being underpinned to provide the natural traits required to self-motivate. The relationships

between staff and students is central to this, indicating a requirement for all staff to have the skills to engage effectively, with the knowledge and understanding to be effective in their role.

#### **5 (iv) Personal Development**

All aspects of the Views School's approach are in place to support our students in gaining a better understanding of themselves and how, for example, being an Autistic person impacts upon them in their day to day lives. By supporting this development, students become more empowered in taking control of how the world around them has an effect upon them, their anxieties, and actions. This ability allows people to make a choice when facing challenges, providing greater opportunities for positive outcomes.

Our understanding of a diagnosis and how this relates to an individual provides initial the guidance on areas of need. Finding ways to motivate and inspire our students to learn and grow in all aspects of their lives is established. Yet we not only identify the strategies to engage with our learners, yet to provide them with the personal skills to successfully engage with the world around them. Our aim is not only to remove the barriers to education, yet to empower our students to overcome them independently.

We support our students in developing an understanding of self-worth including their own personal care and appearance. With a shower and washing facilities on site we work with the individual in ensuring a standard of personal care, health and wellbeing. We explore healthy living as part of the curriculum across all key stages, accrediting knowledge through Btec awards at Level 1 and Level 2.

#### **5 (v) The curriculum**

Our students will have had personal experiences which have led to gaps within their education. Our students will all be academically able, even if working below the national average for their age. Our curriculum has been approached to promote a flexibility of learning no matter what the stage or age of the learner.

*Our approach is designed to provide an environment and culture of enquiry, where the whole cohort feel safe to challenge themselves academically, to enjoy their successes and to feel confident in meeting areas for development – Curriculum Policy*

Each Key Stage is approached individually, making sure that the fundamentals of the National Curriculum are followed. Academic, Social & Moral and physical development are at the foundation of our schemes of work, providing the balance of education associated with best practices.

**The Key Stage 3** (years 7-9) curriculum is implemented on a three year rolling programme of study. No matter what 'year group', all students will follow a common curriculum area, with teaching differentiated accordingly.

We use a 'creative' curriculum which embeds a range of subjects with a single topic area. Students will study English, Science, History, Geography, PSHE, Music, Art and DT within the creative curriculum, with Mathematics remaining a predominantly stand-alone subject.

Using Topics as primary learning provides students the opportunity to choose an element within a topic of personal interest. This approach provides the young person with the opportunity to guide elements of their own learning. Empowering students in this way often provides the area of interest, and desire to learn which allows our young people to engage fully with their learning.

**The Key stage 4** (year 10 & 11) curriculum is designed to allow our students to have access to the level of qualification that will support them with onward education or career. Our approach provides life experiences to further embed their understanding of the knowledge and skills they are learning. These experiences also provide the opportunity for further understanding of how they fit in society as a whole, their role within their community and how they as individuals can effectively contribute toward their own future and outcomes.

Our **Post 16** curriculum has been developed to support those young people for whom accessing a college environment provides such challenges that it will have a detrimental impact upon their personal development and life outcomes.

All students in Post 16 will continue to work toward GCSE English and Mathematics as part of their ongoing studies. Personal Social Development (PSD) will also be an intrinsic part of the Post 16 timetable. Those students whom do not hold a Science qualification will work toward their entry level certificate.

Students will also be supported in identifying the life-long challenges they face and develop the strategies to have the confidence and resilience to meet these challenges independently in their everyday lives.

**Options** within Key Stage 4 and Post 16 provide our students with the level of choice that allows them to find a subject that they are motivated to learn. Our aim is for our students to be self-motivated, with a clear rationale behind the choice of study area, providing them with the fulfillment to and enjoyment of their chosen area of study.

The broader curriculum includes how we approach **British Values**, identified by the UK Government as:

- The value of democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance to those of different faiths and beliefs

With this transferring as a knowledge of

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

This is an area of particular focus, as it is the understanding and processing of the world around us which forms opinions and actions. The possible lack of empathy or social understanding could be the factor which impacts upon a student having an understanding or acceptance of elements of our core British values. This can lead to social isolation, socially unacceptable behaviour or lawbreaking.

We promote British values throughout the curriculum and challenge our students into thinking more deeply about their place in society and the expectations placed upon them. Assemblies, Tutor Time and Reflection times all consider the respect and tolerance of other people, their faiths and beliefs and how to work respectfully with differences of opinion or view. Our students are further taught how to remain safe through an ever-changing world, where information is available at the touch of a button and opinions are thrust upon us through social media and sensationalized reporting. We monitor online activity and support learning outcomes to ensure our students are aware of the dangers of grooming and extremism.

**Social, Moral, Spiritual and Cultural learning (SMSC)** is embedded into the PSHE and PSD curriculum and scaffolded development takes place during social times. We explore different aspects of society and how these form a rich and diverse global and local community. Students will have further opportunities to embed their knowledge and understanding through experiential learning, school trips and activities.

**Physical Education** and the opportunity to take part in activities that promote health, wellbeing, and teamwork is an intrinsic part of the curriculum. Outdoor **Adventurous Activities** are also embedded into schemes of work, with students and staff taking part in shared experiences, providing opportunities to enhance relationships between small groups and the whole school cohort.

Offsite courses can also be accessed as part of the post 16 curriculum, this is especially relevant where a student has chosen a **specialist area of study**, work skill or a short course. Short courses can provide the skills for accessing a chosen career or personal area of interest. These coupled with the educational provision on site, provide the breath of curriculum to enable a student's full potential to be reached.

In Post 16, our students may choose to transition to a **mainstream college**. We support this

transition for one year; working with the college to identify areas of support and implementing the provision required for the young person to make the transition to independent learning the following academic year (with college support).

#### **5 (vi) Therapy**

The school offers direct therapeutic interventions in the areas of Occupational Therapy and Speech & Language as part of our whole school offer. We also work with providers and other professionals as identified by Local Authorities or parents or as specified within a young person's Education Health and Care Plan (EHCp). Therapy does not stand alone, we embed strategies identified by therapists into the fabric of our approach to individuals and our whole school approach.

We work with professionals to further inform upon our approach and practices, utilising a process of reflection and action research to identify areas for The View School to improve and develop. All staff work with therapists to gain a better understanding of how therapy and interventions are used to support personal development. Specific areas of CDP are identified, with The View School providing training for all staff to ensure our students receive the most appropriate support for individual need.

#### **5 (vii) Student voice**

*'Everyone should have a voice and the right to be heard. As a school we pride ourselves on our transparency and honesty, we encourage feedback to improve our services'*

We listen to our students. Daily Tutor Time, weekly Feedback and Reflection sessions and termly Student Council meetings provide the forum for students to discuss their views on individual experiences and whole school development. We always feedback to our students, providing our response and any rationale for our approach. We believe that clarity allows everyone to have a fuller understanding and feel part of an effective decision-making processes.

## **5 (vii) Home School Contact**

We believe in keeping lines of communication open between home and school. Tutors or key workers will endeavor to contact parents / carers once per week to give general feedback. On other occasions your Tutor may contact you when there have been specific achievements or points to note. We also welcome communication from home to school, this may be after a weekend or an evening where positive or negative experiences may impact upon the student and their school day.

We welcome feedback and other comments, and work with parents and students to provide an approach which allows positive life outcomes for both our individual students and families. Our Complaints Policy provides guidance of our approach on those occasions where a more formal route is required to resolve an issue or area for concern.

## 6 Staff

We expect high standards from our staff, as it is those high standards which helps students meet their developmental needs. As such we carefully select our staff, ensuring that they have the experience in working with young people whom have complex difficulties. We follow safer recruitment practices, and work with the relevant agencies and referees to ensure our staff are able meet the high standards of our educational setting.

### 6 (i) Minimum qualifications & experience

All staff will be provided training for a First Aid at Work qualification

All staff will be provided training for a First Aid at Work qualification

Teaching Assistant      A relevant NVQ qualification at L2 or above  
2 GCSEs / O'Levels at C grade or above

Teacher                    Educated to a degree level or higher  
A recognised teaching qualification (or working toward)

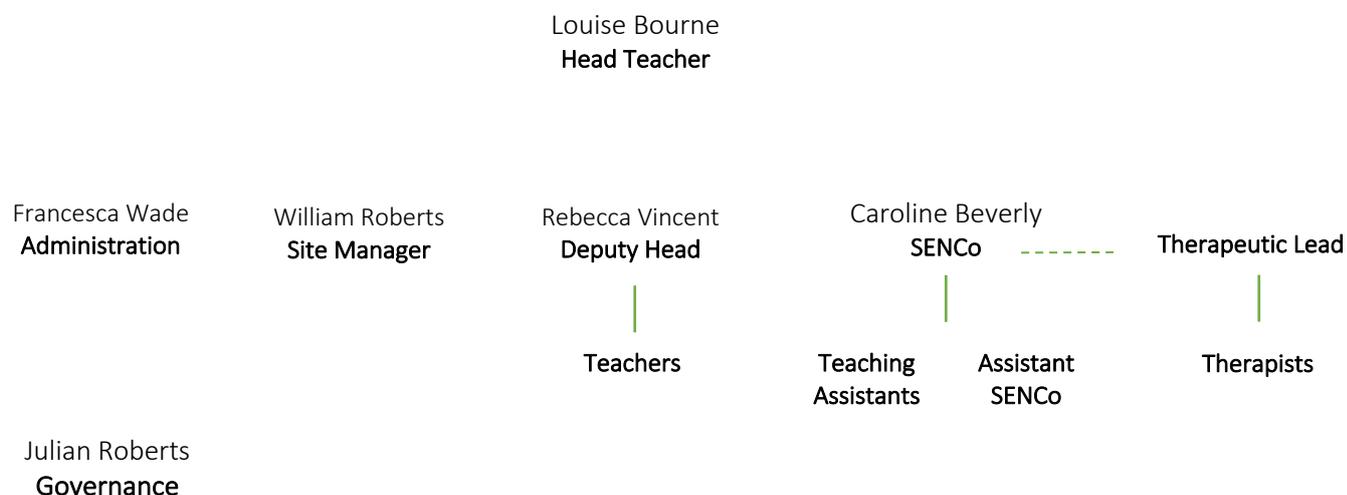
Therapists                Educated to degree level  
Accredited Post Graduate Studies  
Relevant qualification in area of specialism

SENCo                    Educated to a degree level or higher  
A recognised teaching qualification  
Qualified SENCo (or working toward)

Deputy Head            Educated to a degree level or higher  
A recognised teaching qualification

Headteacher            Educated to a degree level  
A recognised teaching qualification  
DSL certified

## 6 (ii) Reporting structure



## 6 (iii) Continued Professional Development

In order to ensure a high quality of provision we adopt a robust structure of support and professional development for all our staff.

Lesson / peer observations and learning walks will take place once per full term. From these development plans are put in place, with whole staff and individual CPD being established for the coming year.

The annual appraisal provides an opportunity to review the previous year and to set objectives for the future. The school and staff will confirm the role they play in meeting objectives, with clear routes to ensuring positive outcomes are achieved.

Every member of staff will meet with their line manager once per half term. This is in place to make sure that all staff are given the time to discuss all aspects of school life and any other concerns they have about meeting the expectations of their role.

Daily staff meetings are an opportunity for feedback on individual students, provision and approach. Working as a cohesive team, we support one another in meeting the needs of our students and staff; ensuring that all parties have the resources and skills to be good at, and to enjoy their role within the whole school community.

## **6 (iv) Senior Leadership Team**

Louise Bourne – Headteacher, The View School

Louise has an extensive background in both primary and secondary schools in mainstream and the SEND sector at a teaching and Management level. She is the embodiment of the ideal person to head up Education and Care at The View School.

Her teaching extends from Primary education, teaching Maths and English at Key Stage 3, delivering GCSE English at Key Stage 4 to developing Btec programmes of study for Post 16 students. She has had experience of working with some of the most challenging young people, ensuring their education is tailored to inspire and enthuse students whatever their stage of learning.

Special Educational Needs have always been Louise's passion, which is evidenced by her 1<sup>st</sup> Degree in Childhood Studies with SEN specialism and her current commitment to achieving her SENCo award. Her ability to assess detailed information is evidenced in the standard of her academic writing, work place practices and in the progression seen by the young people she works with. Her approach to student's personal development needs are always coupled with the academic focus required, both working in conjunction with one another in order to complement and support strategies in place.

Staff management and working with other professionals and staff being commonplace in her practice. With a straightforward and no-nonsense approach, she is a clear and honest communicator; in turn earning the respect and understanding of all whom she works with.

Rebecca Vincent – Deputy Head

With over 16 years of experience in teaching within mainstream environments, Rebecca is well versed in working with young people with a range of abilities and level of commitment to accessing their education. With a predominantly 'primary' background she is able to establish the areas of support needed for those young people who are still missing some of the skills and experiences they have missed in their formative years.

Rebecca has been part of the senior leadership team in her former role at the Inspire Federation. This experience has added yet another layer to our already well versed leadership team, adding strength and a personality that benefits our staff and students alike.

Caroline Beverly – SENCo

Having worked as a teacher for more years than she'd like to mention, Caroline has experience of working both in the UK and at an International School in Hong Kong. With a passion for English and the arts, she has taught across all age ranges and abilities. Her skills have come to the fore at The View School and as such we are proud to have her join the Senior Leadership Team in September 2022.

## **Governance**

Julian Roberts – Proprietor, The View School Limited

Julian has been involved with supporting young people with High Functioning Autism and Social Emotional and Mental Health difficulties for over 16 years. Holding an Honours Degree in Childhood Studies with a Special Educational Needs (SEN) specialism and a Post Graduate Certificate in Autism, Julian has an extensive knowledge of young people with SEND and behavioural difficulties and how this impacts upon the individual and those around them.

With a background in brand development for the likes of Persil, Abbey National, Marks and Spencer and Tesco, he is no stranger to finding solutions that enable better communication, shared outcomes and target tracking. Julian uses his experience effectively and has been successful in developing services for West Heath School, an Outstanding independent provider in Kent, advising Kent Grammar and Kent Primary Schools, as well as supporting organisations including The National Autistic Society, the National Association of Special Schools.

As a committee member of The NCCTC (National Children's Commissioning and Training Conference), he organises and delivers workshops to Local Authorities and other professionals in gaining a better understanding of Autism. Having spoken at events such as Canterbury Christchurch University's Annual SEN conference, the Autism Show and at local Autism events, Julian's experience and knowledge supports and informs on the SEND community.

### **7 (i) Local Authorities**

We work with Local Authorities in meeting the needs of our students and the SEND community. We consult on placements, ensuring the most appropriate provision is established; providing the evidence to make placement against expected outcomes.

Working within the National Contract for Independent Special Schools, and working proactively in forming positive working relationships. We ensure that Local Authorities have the evidence they require to be effective in forward planning; supports our students' current provision and onward journey as they transition to independent learning or the world of work. It also allows for budgetary planning, providing data which allows commissioners to make judgements on ongoing provision.

Where we see statutory guidance not being followed by Local Authorities, we will do everything possible to support them in meeting those goals, in order to ensure our students have the best future opportunities and the support to which they are entitled.

### **7 (ii) Other Professionals**

A holistic and informed approach is essential in meeting our students' needs. We work with professionals to better understand the challenges our students face and the strategies we should adopt to best support individuals. Contact is made with key professionals when a student joins our school and continues whilst the student is actively involved with them. As a school we are centrally placed in supporting the joint commissioning of services; our positive and proactive approach better enables positive experiences for the child and their families.

### **7 (iii) Parents and Carers**

We contact parents at least once a week to provide and to hear feedback on the past week. We also encourage communication on any matters that may impact upon the school day, with parents being asked to call in or e-mail on events we should be aware of. We will do the same, and the school will inform parents of activities or incidents which may continue beyond the school day. This isn't to say every time we call it will be about a negative incident. We will also contact you where we have noted areas of positive development or a student has had a particularly good day; sharing successes and reinforcing positive outcomes.

If parents have concerns about any aspect of our provision, then we welcome feedback and will respond to any enquiries. We are always happy to meet with parents, believing that any communication will lead to greater understanding and better working relationships. If a more formal representation is required, our complaints policy provides guidance on how to do this.

## **8 Support, advice and governance**

As a school we pride ourselves on our transparency and honesty, we encourage feedback to improve our services

In order to improve our own services and the provision available for young people with Special Educational Needs, we work with a range of professionals and organisations.

### **8 (i) Advisory Group**

In order to continually grow and develop, The View School seeks advice and support from professionals focusing on specific areas of our school. This group provide an independent and objective view of our approach and processes.

#### **Stephen Holley**

*Business management*

#### **Zoe Meeks**

*Safeguarding*

#### **Adrian Case**

*IT and Data protection*

#### **Emma Margret**

*Curriculum review*

### **8 (ii) Guidance for schools**

There is an ongoing need to provide support to mainstream schools and colleges in meeting the needs of their SEND cohort. We use our expertise and provide training and support to organisations working with our students. This is especially relevant during college transition, where we aim to upskill other professionals in order to be more effective in their role as the students moves to independent study.