

The Wildings

SEN Information Report

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Our school's approach to supporting pupils with SEND

The Wildings is a school that is centred on meeting the needs of all young people that attend. We personalise our approach and identify the needs of each young person in a thorough manner. Young people are referred to us after they have had an Education, Health and Care plan put in place and their current education setting has decided that they can no longer meet their needs. Our particular specialism lies with those young people who have experienced trauma within their lives and display Social, Emotional and Mental Health needs. With a thorough assessment of these needs and a clear strategy for recovery and growth, expertly trained staff will support each young person to recover, get to know themselves and gain the skills they need to recover and become lifelong learners.

Catering for different kinds of SEND

[It is good practice to refer to the four broad areas of need outlined in the SEND code of practice when detailing the kinds of SEND that are provided for. For each area, briefly outline the types of SEND you cater for.]

Communication and interaction, Cognition and Learning

Whilst the young people that are referred to us have a primary need related to SEMH, we usually find that there are some associated conditions that underly these needs. Trauma, in its various forms, is a key factor we assess within new referrals. We work with young people with a range of SEND related to communication and interaction that encompass speech, language and communication needs (SLC), Autistic spectrum conditions (ASC), moderate learning difficulties (MLD), dyslexia, dyspraxia and dyscalculia. We also work with young people that have sensory needs that could include physical disabilities, and/or hearing and visual impairments.

Social, emotional and mental health (SEMH)

The primary needs for our referrals fall within this category. Experiences with trauma often precede the more formal diagnoses that fall under SEMH needs. Prevalent conditions we work with include Attention deficit disorder (ADD), Attention Deficit Hyperactivity disorder (ADHD) Attachments disorder, Anxiety disorder, conduct disorders including Oppositional Defiance Disorder (ODD) aggressive behaviour, self-harm, eating disorders and substance abuse. Many of our young people suffer from depression related to the challenges that their needs he presented them with.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), Masters)
Mike Rees-Lee	Teaching, SEN, SEMH, Attachment Theory, Trauma Informed Practice, Cognitive Development, Child Development, Safeguarding	BA (Hons) with QTS (Key Stage 2/3) National Professional Qualification for Headship (with SEN focus) Certificate of Therapeutic Mentoring
Melody Bond	SEMH, Counselling, CBT, Anger Management, Attachment Theory, Trauma Informed Practice, Child Development, Cognitive Development, Safeguarding Level 5, Solution Focused Coaching	BSc (Hons) Social Science Certificate of Therapeutic Mentoring
Steve Forrest	Teaching, Outdoor Education, PE, Vocational Education and Landcraft, Attachment theory, SEMH, Therapeutic Mentoring	BA (Hons) with QTS
Karen Edgell	Teaching, Attachment theory, SEMH, Therapeutic Mentoring, PSHE, Child Development, Thrive Practitioner	BSc (Hons) Social Science QTLS (Key Stage 4) Level 4
Naomi Hutchins	Primary Teaching, Early Years, Phonics,	Primary PGCE (QTS)

The SENCO

Name of staff member	Email address	Phone number
Mike Rees-Lee	Mike@Mimeheuristics.com	01392 692212

Securing and deploying expertise

All colleagues are highly trained and experienced at working with SEMH students and supporting their individualised SEN needs. On opening, our school will be staffed on a 1:1 ratio, 5 Students and 5 Staff. Additional expertise will be brought in if required, include Education Psychology and experts in moderate learning difficulties. An affiliation and membership of the Trauma Recovery Centre in Bath support continuing professional development and an approach to working with young people that build real and lasting connection, trust and the foundation for lifelong learning, growth and development. We also have a rigorous selection process to secure exceptional staff as we grow as a school, that will include working closely with families and carers, and taking ownership for all aspects of the young persons Education, Health and Care plan.

Equipment and facilities

Our school is designed with therapeutic theory underlying each aspect. We have designed the spaces and brought together expertise to support recovery from trauma. The work spaces will be designed in a more homely fashion, with much of our work linking to outside space. Connection is a core principle and we have assembled a group of staff that are exceptional at building positive connections with traumatised young people. We also believe that connection with the environment and connection with the local and wider community is integral to our young people recovering from their trauma and growing, becoming self-aware and learning the skills to become lifelong learners. As we develop the school site, this will be sensitive to the needs of our young people and Environmental Psychology related to trauma informed practice will be the foundation for every physical development on site.

Identifying and assessing pupils with SEND

All young people have Education, Health and Care plans in place before they are referred to us. These will have detailed information on the identified SEN needs of the young person. The Education, Health and Care plan will then form a core part of our assessment process and help to determine whether we feel able to meet the needs of the young person. As integration to the school continues for those that we feel we can meet needs, the objectives in the Education, Health and Care plan will inform the provision mapping process that we put in place to develop an individualised program for each young person, alongside a detailed Thrive assessment that will help us to understand the social and emotional areas that require the most growth to form a balanced profile. . This provision, alongside the Education, Health and Care plan, will be regularly reviewed throughout the school year and growth recorded in the form of progress towards objectives. If, at any stage, we feel that there is a need to engage in further formal assessment on learning needs, we will engage with the relevant professionals after

Consulting with young people and key adults

Key Adults

Working with home is an integral part of our school offer. A dedicated team will work with key adults in a young person life. This could include both carers and parents, where appropriate. We recognise that one of our key aims, to build resilience, requires the identification and recognition of key relationships in a young person's life, amongst other factors. We will fully assess these areas and support growth to build resilience. We want all key adults in a young person's life to be involved in their education and will host regular open day activities that will form part of our curriculum. We will work to ensure that strategies for supporting recovery and growth are supported both at school and at home, giving each young person every chance to thrive and flourish.

Young People

We aim for our young people to be fully involved in their education and growth within school. Our aim is for young people to gain the skills and confidence to take ownership of their own Education, Health and Care plan and to be able to communicate their own progress towards objectives. The democratic structure that we are building within our school will ensure that young people are heard and their opinion valued. They will have genuine equality within the school, which we believe will increase their ability to communicate and feel valued as part of the community. Our collaborative approach to learning will support young people to recover from their experiences in education that has led them to being referred to us. The enquiry led curriculum will also provide ownership of young people to genuinely lead their growth and direction, helping to enable open and honest discussions around their needs and related to their short, medium and long-term objectives.

Other Stakeholders

The Wildings intends to develop a new and robust way to deliver a coordinated approach to the Education, Health and Care needs of our young people. Whilst in our early days, we will robustly hold other integral agencies to account and support them to help meet the needs of the young people, as we grow and our team of colleagues increases, we intend to employ our own representative for health and care to be part of the integral team supporting the young people and their families. We will work shoulder to shoulder with our local authorities to ensure that the highest level of support can be offered and where needs cannot be met by the staff group, external support will be commissioned in through the authority or independently. We will have a dedicated family support team and will dedicate a proportion of our resources to supporting families as part of our core offer.

Teaching approach

At The Wildings, we aim to support young people to recover and grow. Our core principles of Connection, Democracy, Self-Awareness and Equality underline everything we do. Our goal is to facilitate young people to get to know themselves properly, to be able to build deep, honest and trusting connections in their life with their own important people and to be able to communicate openly and in a non-violent manner with these people. They will be supported to recover from past trauma and setbacks that include the inability of their previous educational settings to meet their needs effectively and the associated challenges that this has brought them. In recovering and growing within our democratic structure, they will understand themselves better as people and begin to build internal motivation to learn and the ability to engage with our enquiry led curriculum. Working with families and supporting recovery and growth across the spectrum of their lives will be integral to each working week at the our school and key adults will be involved on a weekly basis within school, including, but not limited to assessing growth. They will be involved in all aspect of the school community and support transformation within their young person.

Transition support

Our young people will gain the confidence and skills to take ownership of their own learning journey that will not end when they leave school. They will work through their time at our school at their own pace and our focus on Social and Emotional growth as a priority, running alongside a drive for self-awareness, will support them to drive their learning. We do not divide in to stages in the classical way, but will structure learning enquiries related to the cognitive stage that a young person is at – the learning stage that their brain is most suited to working at. We know that this is affected by trauma and that we need to understand exactly where a young person is at in relation to their recovery. As they grow, we will regularly check in on this with Thrive and a trauma informed approach. With the experience gained from exploring the *States of Being*, the entire curriculum will focus, to a greater and greater extent over time, on a clear direction and long term outcomes that we will facilitate progress towards.

Inclusivity in activities

We ensure that each and every activity is accessible to each and every young person. If there is a need to adapt activities to enable this, they will be adapted. With the small school community, personalisation can occur on an individual basis. Our curriculum, the more academic aspects based around enquiry led learning, is driven by the individual and creates a learning environment where motivation and engagement is internal to the young person. With control over their own journey, facilitated by colleagues within the school and the local and wider community, every young person will follow their own, bespoke pathway. This is the perfect foundation for fully inclusive and personalised learning.

Adaptations to the curriculum and learning environment

Our curriculum is personalised to suit the needs of each individual. As specialist in education for those young people identified as having Social, Emotional and Mental Health needs, the entire structure of the school is adapted to support these needs. We have the opportunity to truly personalise each experience and the detailed nature in which we are able to get to know each young person, the collaborative working we are able to do as a whole school, the democratic approach to running the school and the small school community we are building will ensure that any adaptations that are required will support each young person to be able to engage. We will adapt for physical, sensory and

Supporting emotional and social development

Social and Emotional development is our primary focus and area of expertise. As detailed in our core principles, Connection, Self-awareness, Equality and Democracy are foundations for everything we do. Our democratic approach will genuinely include all young people in the running of the school. They will have a voice related to decision within the school and will come to realise that when they use this voice, their perspective will be valued and form part of the decision-making process. Connection is vital to build trust and our Champions structure will provide therapeutic support and mentoring, along with a advocate for each young person. Equality connects directly with Democracy and colleagues will support an atmosphere within school that is fully tolerant of each other and values diversity and difference. Our focus and coaching around non-violent communication will support young people to communicate openly and in a manner that is solution focused and respectful.

Online safety, sexual violence and harassment

We recognise that, whilst risks are there for all young people, many of our young people are in situations where this risk is increased, in some cases, severely. Our entire ethos is grounded in Personal and Social awareness and development, which runs through every interaction and activity. Social, Moral, Spiritual and Cultural awareness are also themes that underpin all we do. A core member of the team is an expert teacher of PSHE and will coordinate our whole school approach to education and growth in these core areas. Online safety is an integral part of this curriculum and we will work closely with young people and key adults at home to ensure the risks are known and our young people are knowledgeable and aware. Our young people will be fully prepared to react appropriately to the risks that they may encounter in these areas and understand how to best keep themselves safe in these situations.

Evaluating effectiveness

Our School improvement process, working in unison with the directors of MiMe Heuristics and the appointed Governance group, will support, challenge and oversee full evaluation of the provision. Self-Evaluation will be carried out by colleagues within the school and working in partnership with the Local Authorities, regular scrutiny will be carried out related to all aspects of the running of our school. A robust plan, formally reviewed annually and contributed to and owned by all colleagues, will form the foundation for improvement and evaluation.

Handling complaints

We have a robust complaints procedure in place for all members of our community. The policy detailing this is published on the website. If you feel you need to make a complaint, these details are at www.thewildings.co.uk. Alternatively, you can contact the school on 01392 692212 or info@thewildings.co.uk and we can help you with the process.

Spending the budget

Our budget is entirely supported by fees agreed with the local authority for each young person. These fees can vary depending on the needs of the young person and directly relate to the provision that is then put in place for the young person. The fees for a placement at our school are therefore not uniform. Generally, the range will vary from £45,000 to £75,000 per placement. All of these fees are invested in the provision for that young person. A minimum of 70% of these fees will be spent on appropriate professional support related to staffing. Above this core cost, there are overheads for running the school such as rent for the premises, water, electricity, oil, telephone and internet costs. The cost of resources for teaching and learning, expeditions and food will make up the bulk of the surplus spending. The Wildings is part of a Community Interest Company, MiMe Heuristics. This company is deliberately registered as a not for profit enterprise and makes no profits out of running the school.

Named contacts

Name of individual	Email address	Phone number
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