

# Special Educational Needs and Disabilities Information Report and Policy



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## **Vision, Values and Aims**

**Charity Core Values:** As a charity we believe that all people should be able to experience **fun, freedom, power, belonging, and survival** as they are fundamental aspects of human motivation and behaviour.

Each of these values plays a crucial role in shaping human behaviour and interactions and when in balance allows a person to contribute to society.

## **Releasing Potential School Values:**

As a school we believe we need to create an environment where children can thrive by feeling safe, healthy, achieving their potential, experiencing positivity, and engaging in enterprise. In practice the values are:

- S      Safe**
  - Physical Safety
  - Emotional Safety
  - Digital Safety
- H      Healthy**
  - Nutrition
  - Physical Activity
  - Mental Health
- A      Achieve**
  - Personalised Learning
  - Academic Support
  - Skill Development
- P      Positive**
  - Positive Reinforcement
  - Positive Relationships
  - Optimistic Environment
- E      Enterprise**
  - Entrepreneurial Skills
  - Project-Based Learning
  - Financial Literacy

By embedding these values into the educational environment, we can help children feel safe and healthy, achieve their potential, experience positivity, and develop an entrepreneurial mindset, setting them up for lifelong success and well-being.

## **Introduction**

Releasing Potential (RP) is an independent special school for children aged 11-18 with social, emotional and mental health (SEMH) needs.

Some children do not thrive at mainstream school and struggle to cope in that type of environment. Most of our students will have tried mainstream school and may have been at Pupil Referral Units or other special schools; neither setting will have worked well for them. All our students have Education Health and Care Plans (EHCP) and our educational and welfare provision is targeted to meet their individual needs.

### **Releasing Potential aims to:**

Provide a range of educational programmes supporting students of secondary age in Hampshire and West Sussex who are not able to access education through mainstream schools. Releasing Potential believes that all students should have access to an appropriate curriculum to ensure they achieve their potential and are not disadvantaged in comparison to their peers accessing education in mainstream settings.

Releasing Potential takes a holistic approach to teaching and learning and recognises the benefits of using the outdoor environment to improve the mental health and wellbeing of students and their engagement with education. We aim to address the basic moral, spiritual and domestic needs of our students, whilst recognising that not all our students are 'ready to learn'. There is a focus on encouraging students to make healthy decisions for themselves through student-led and tutor-guided activities. Releasing Potential believes firmly in a reflective practice model and this is incorporated into the curriculum to improve practical skills and knowledge and to recognise the development of emotional intelligence and resilience.

### **Admissions**

Students are referred to the school by either Hampshire County Council or West Sussex County Council for consultation to ascertain if Releasing Potential (RP) can meet the child's needs. The student will be discussed by the RP referral panel who will make a decision about what RP has capacity to offer. Each student whom the Panel decides RP has capacity to work with will be invited, with parent or carer, to an interview with RP staff and given the opportunity to look around the site. In the case of students who are extremely anxious, the interview may take place at their home. If the interview results in RP being able to offer a place a start date will be agreed with the parents, student and local authority. All students will have an EHCP in place and funding agreed.

In order to make a referral parents should contact the Local Authority SEN Service in their area. If the interview results in RP being able to offer a place, Releasing Potential will confirm the offer to the local authority. and once the placement has been confirmed by the local authority, the school will contact parents to arrange a start date. Most students will begin with a part time timetable and build towards fulltime if appropriate.

## Provision

Releasing Potential recognises that the students attending the school may be extremely vulnerable due to their special needs or additional difficulties and has a strong safeguarding culture which underpins the provision we offer.

The school caters for up to 50 FTE (full time equivalent) students aged from 11-18 from Hampshire and West Sussex and includes a main school and Post 16 provision. This provides flexibility for our students and continuity of provision over time.

The school is set over two sites, one in Havant and the other in Chichester. Both sites are arranged over two levels. The school works with Releasing Potential Outdoor Education Team to access alternative and complimentary experiences within a safe environment and provide alternative contexts for delivering our curriculum. These include Willow Farm, Blue Brew, and Northney Sailing Centre.

Through Releasing Potential Enterprises, the sites are used extensively to provide meaningful work experiences during year 10 and 11, as well as students continuing onto Post 16. Initially, students may work one to one with an adult on a reduced timetable. A student may remain 1:1 and build up their time in the school slowly depending on the needs/risks of the young person.

Alternatively, a student may move quickly working one to one with an adult in the school or into a group which will comprise of no more than four students. The timetable may be a mixture of one-to-one working and group work depending on the needs of the individual student.

Ultimately, our aim is for each student to participate full time in their education and work within a group. These are usually limited to up to four students depending on the needs/risks of the students involved. All students will have a key worker who will be responsible for their academic achievement and pastoral care as well as maintaining regular contact with parents and liaising with other staff who may work with the student.

Releasing Potential recognises that not all students will be able to access the full range of provision available at the school and endeavours to be flexible in meeting the holistic needs of all students.

The well-being and emotional health of students forms an integral part of our curriculum.



## Curriculum

### Statement of Intent:

'The curriculum at Releasing Potential School is bespoke and has been designed to take into account the needs of our students. Core subjects have been chosen because they are meaningful and relevant to the lived experience of our students and to equip them to achieve their aspirations at school and in the future. All our students are dis-applied from the National Curriculum due to their Special Educational Needs and require specialist provision to help them engage with education.

The curriculum provides learning across a range of diverse areas and aims to give students a well-rounded education where tutors can be flexible in responding to students' needs, interests, and motivation. The aim of the curriculum is to balance practical learning with key skills development while helping support students' social, emotional and mental health needs. Through the range of subjects offered we seek to provide an education that allows the young people to develop linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative skills. The curriculum has been designed to meet the students' five needs as identified by William Glasser's Choice Theory: survival, love and belonging, power and self-worth, freedom and fun.'

Our core subjects of English, Maths, Food Studies and Personal and Social Development (PSD) are firmly set within an outdoor experience framework to encourage the engagement of students in their education whilst taking into account their individual needs. The core curriculum is supplemented by subjects such as: Craft Design Technology (CDT), Sport and Employability. Our core subjects (English, Maths, PSD) as well as Food Studies and CDT, through the NCFE Creative Crafts qualification, will enable students to achieve up to 5 NCFE level 2 qualifications, where appropriate.



### Assessment, Planning, Evaluating, Recording and Reporting

Students' progress is reviewed termly, with parents and students attending whenever possible, so that new targets can be set and provision reviewed. Targets relate to their long term EHCP outcomes as well as their academic progress, and adjustments to provision and/or the curriculum are made as and when necessary. Staff carry out ongoing assessment so that students can be entered for qualifications if and when appropriate, depending on their individual needs and ability.

The school follows the SEND code of practice: 0 to 25 years when organising Annual Reviews and both students and parents are invited to attend. The local authority and other professionals may be involved in Annual Review meetings if required.

Keyworkers and other staff communicate regularly with parents/guardians, sometimes on a daily basis, depending on the needs of the student.

- Provision is reviewed against the Ofsted framework and the Independent School Standards. Governors and Trustees are involved in this process and receive termly reports from the Head of School and Safeguarding Lead.
- Governors are responsible for holding leaders to account and ensuring safeguarding is effective in the school. The quality of teaching and learning and the curriculum, and the wellbeing of staff and students. Trustees are responsible for holding leaders to account, ensuring the effective use of resources and ultimate responsibility for the work of the charity. All governance is responsible for the safeguarding of students and staff.

Should a parent have concerns regarding the provision in place they are encouraged to contact the keyworker in the first instance. If parents still have concerns they should contact the Head of School. Should their concerns not be resolved they should contact either the CEO/Proprietor, Mike King, or Chair of the Local Governing Body, Paul Suther. You can request a copy of our complaints policy which is also available via our website.

### **Staff Development**

The school is committed to maintaining a high level of expertise in all staff. A skilled and dedicated staff is the school's most valuable resource.

The school is aware that although the student has been identified as having SEMH, there may be underlying needs which have not been recognised and therefore, following induction, all staff participate in an ongoing formal and informal programme of training which includes identifying and meeting the needs of students with special educational needs. Managing Challenging Behaviour training is provided for staff during their induction and forms part of the ongoing professional development of all staff.

The Special Educational Needs Coordinator (SENCO) will be involved in assessing students' needs but it is the responsibility of all staff to plan, evaluate and adjust the teaching and learning and the curriculum to promote engagement and progress of individual students. The SENCO will support staff to develop effective teaching programmes and behavioural management techniques in line with the ethos and culture of the school. The current SENCO is Janet Cornall.

### **Outside agencies**

The SENCO will be responsible for maintaining all school records relating to a students' special educational needs and the dissemination of information to all staff. The SENCO is responsible for liaising with outside agencies and other professionals in relation to a student's special educational needs and may be required to attend external meetings. Working with the local authorities, the SENCO will apply for additional funding for those students wishing to attend the Post 16 provision available at Releasing Potential.

## **Monitoring**

This policy will be monitored by the Senior Leadership Team (SLT) and the Local Governing Body annually.

## **Links to other policies**

This policy should be read in conjunction with the following policies:

[Safeguarding Policy 2024.25.docx](#)

[Safeguarding Policy 2024.25.docx](#)

[Behaviour Management Policy .docx](#)

[Attendance Policy.docx](#)

[Health and Safety Policy.docx](#)

[Admissions Policy 2024 - 2025.docx](#)

[Teaching & Learning Policy.docx](#)

[Curriculum Policy 2024 - 2025.docx](#)