

West SILC Recruitment Pack





Welcome to our school,

West SILC is a generic special school for pupils aged 2 to 19 years, on different specialist and mainstream sites. We are a complex organisation, running specialist provision across 5 sites, where students are placed based on need; although complex, this offers our students the very best in terms of meeting their educational needs and maximising their potential. The SILC is based in the West of Leeds and cater for a wide range of needs from moderate learning difficulties; severe learning difficulties; complex and multiple learning needs; Autism and social and emotional and mental health needs. Some students have additional needs – physical; medical; speech and language; visual, hearing or sensory impairment. We are a very popular choice for parents / carers and currently have 240 pupils on roll and we are reaching our maximum capacity.

I am very proud of our whole school community, it is a wonderful place where everyone enjoys learning and are effectively supported to maximise their potential. Our teaching and learning staff are very committed to the children and young people and strive to bring out the very best in all of them. We work extremely hard to support all our children and young people to develop the skills they will need for the future, particularly focusing on communication, independence, emotional regulation and mobility.

We aim for all our pupils, irrespective of social class, age, gender, ability, religion, race or creed to:

- ***Develop confidence, independence and self-esteem.***
- ***Actively contribute to their own learning.***
- ***Develop respect for themselves and others.***
- ***Enjoy and achieve their full potential.***

We believe that all learners should have the opportunity to work and play alongside their mainstream peer group.

We are wholly committed to ensuring our school follows restorative principles. This means our ethos demonstrates:

- *Our school as a learning community, with relationships at its centre*
- *We work hard to build, maintain and repair relationships through respectful talk and appreciation of others*
- *We work in circles to give everyone a voice, and to listen to those voices*
- *We build the skills to recognise and manage our own feelings in a safe, caring environment*

West SILC was rated "Good" at its last Ofsted inspection in October 2016.

"...high expectations, strong child-centred values and deep commitment to 'get it right' for every pupil remain at the heart of the school's work."



Our pupils categorised by Primary Need:

Autistic Spectrum Disorder	23.8%
Hearing Impairment	0.4%
Moderate Learning Difficulty	22.9%
Multi-Sensory Impairment	2.9%
Other Difficulty/Disability	1.3%
Physical Disability	1.3%
Profound & Multiple Learning Difficulty	12.9%
Severe Learning Difficulty	17.5%
Social, Emotional and Mental Health	11.7%
Speech, Language or Communication Need	4.6%
Vision Impairment	0.8%

West SILC is very outward facing. The school is very active within the SILC network across Leeds and is responsible for the SILC cluster. The cluster brings together a range of universal, targeted and specialist children's services, including schools, children's centres, police, social care - especially CHAD, and the third sector. It helps us to secure the help and support that our families require for improved outcomes. The SILC cluster commissions services from Northpoint as well as directly employing a targeted services leader who promotes and monitors effective integrated working; family support workers and an attendance officer.

West SILC is a strategic partner in the Leeds Teaching Hub School and we are responsible for delivery the Early Careers Framework for newly qualified teachers in specialist provision across Leeds.

The Executive Principal supports the leadership team at Broomfield South SILC and provides support there one day a week. This has been a fantastic reciprocal relationship allowing our staff teams to work together on exciting SEND developments in terms of specialisms, curriculum etc.

In addition, the Executive Principal is also responsible for the West AIP (Area Inclusion Partnership) supporting mainstream schools to work towards zero exclusions. This includes West 11 and West 14 - both secondary provisions.

A visit is really the only way to see what we truly offer. We would be delighted to show you around.



**Primary Partnership based at
Hollybush Primary School, Bramley**
Approx. 12 pupils
Personalised inclusion



West SILC Sites

Jan 2022 - 240 pupils on roll



Milestone site
Approx. 115 pupils
CCA—Complex Communication and Autism
Semi-formal
SEMH—Social Emotional and Mental Health



**Post 16 - base 3 days a
week, mainly MLD - The
Powerhouse, Springfield
Mills, Farsley**
Approx. 43 pupils



**Secondary Partnership based at
Priesthorpe Coop Academy**
Approx. 30 pupils
High levels of inclusion



**All aged Partnership based at
The Farnley Academy**
Approx. 40 pupils
Complex and Multiple Learning Needs (CMLN/PMLD)
– complex physical and medical needs

The Curriculum Framework at West SILC

Develop confidence, independence and self-esteem; Actively contribute to their own learning; Develop respect for themselves and others; Enjoy and achieve their full potential.

The curriculum has been designed to provide all our children and young people with a coherent, structure of learning that leads to an active life where each individual can fully engage with their community. The priority is to develop learners' independence and confidence to manage their future, by raising learners' aspirations, equipping them with the necessary skills and moxie (force of character, determination, nerve) to allow them to access all of the opportunities which are open to them. It is designed to enable personalisation, through specific approaches within teaching and learning groups enabling all learners to make progress at their own academic and developmental level. Our learners will be deeply engaged and fulfilled by their education, making excellent progress and leave happy, ready for their next level of learning or employment.

West SILC Curriculum Implementation

West SILC Curriculum Intent

1. To build a curriculum that has relationships at its centre
2. To build a personalised curriculum that is child centred, holistic and personalised which overcome barriers to learning and maximise progress
3. To build a curriculum based on best practice delivered by a staff team who are highly skilled, confident and understand how pupils learn
4. To build a curriculum that prioritises the teaching of:
 - ⇒ Communication skills
 - ⇒ Independence skills
 - ⇒ Emotional regulation
5. To build a curriculum where pupils feel safe, are engaged and stimulated by the environment, resources and facilities to giving their progress
6. To build a curriculum that allows pupils to achieve including qualifications with rigorous and robust assessments to inform the next steps and celebrates success

EYFS

5-16

Post 16

The prime areas of development and learning in the EYFS lay vital foundations in the early years. These areas are **Personal, social and emotional development, Communication and language and physical development**. All three areas are constantly in action for a young child in every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the specific areas of learning and development.

Informal

Learners in the informal classes do not engage in subject-specific learning. The whole focus of their learning is on the core skills of PSHE and independence, communication and interaction, and physical development and sensory processing. Alongside their EHCP targets each learner has a personalised learning program which supports them to make as much progress as possible.

Semiformal

Learners in the semi-formal classes access the national curriculum at a differentiated rate. Due to their barriers to learning, most pupils need specialist teaching and more repetition and time to process and remember new skills.

Learning is presented via 1/2 termly topics which is linked to humanities, literacy or Science. We have broken up the White Rose scheme of work into smaller steps which is followed for Maths. All pupils have opportunities to complete accreditation.

Formal

Learners in the formal classes access the national curriculum. They are offered more support and smaller class sizes than their mainstream counterparts, but are offered the same opportunities in terms of subject teaching and accreditation.

All our formal learners mix with mainstream pupils to access core subjects and are taught by specialist SEN and subject teachers.

Subject Specific Learning

- English, including Reading
- Science, ICT and Technology
- Creative: Art, Music, Drama
- Maths
- Humanities: Geography, History, RE and Modern Foreign Languages

Up to 10% learning related to topic experience maps as a medium for delivering personalised learning

EHCPs outcomes
Communication, and Interaction
Social, Emotional, and Mental Health

Physical and Sensory
Preparation for Adulthood

Cognition and Learning

Minimum 90% personalised learning driven by EHCPs

Minimum 5% EHCP outcomes

Subject specific learning across all Teaching and Learning Groups all ages including the Informal Curriculum
Wellbeing - PSHE, RSE, Careers, SMSC and PE / Physical Movement

Pre-Subject Specific Engagement Model

Complex and Multiple Learning Needs (CMLN)

Complex Communication and Autism (CCA)

Some Post-16 learners are not working at subject specific levels and need specialist teaching and resources. They remain in their own departments and join their post 16 peers during appropriate learning activities on an individualised basis. Focus on Preparation for Adulthood is an absolute priority and is integrated into personalised learning plans.

The post 16 curriculum is geared towards developing independence and the ability to 'Learn to Earn, Live and Love.' In Key stage 5 this curriculum focuses around functional skills learning in numeracy, literacy, ICT, PSHE and employability. The primary goal is for our learners to develop skills they can transfer to the real world after school. Pupils work towards accreditation in either ASDAN or Functional Skills Maths, English, ICT and where relevant an Employability qualification. All learning is contextual. Alongside the accreditation, when pupils are ready to they take part in **work related learning placements**, these placements are not solely based on their future work interests but takes into account the need to develop social and independence skills.

Subject Specific Learning
Functional English, Maths and ICT

Preparation for Adulthood

EMPLOYMENT, INDEPENDENT LIVING, FRIENDS, RELATIONSHIPS AND COMMUNITY, GOOD HEALTH

West SILC Curriculum Impact

The curriculum will ensure our learners achieve their aspirations, engaging with the world around them, being prepared for transitioning to the next part of their journey. Children and young people will know how to / will achieve the skills to:

- confidently form and sustain successful relationships, with family and friends
- be fluent communicators - at their own level, able to express their wants, needs and feelings as well as self-regulate their emotions
- be as independent as possible
- be healthy and have their health needs met
- engage positively with the school and wider community, ensuring they use their knowledge, skills and confidence to keep themselves safe
- have the capacity and confidence, knowledge and qualifications to make progress and engage with the community beyond the school setting, having a good quality of life and make a meaningful contribution to society
- be the best they can be

The Curriculum Framework at West SILC



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Curriculum Intention	Whole SILC Curriculum Implementation	Curriculum Impact
To build a curriculum that has relationships at its centre	Restorative practice embedded Small class sizes High pupil to staff ratio Support from other professions including parent support Accessible to parents via a number of channels – MS Teams, Class Dojo, Facebook Messenger etc. Provide a relevant CPD program that ensure staff have the knowledge skills to best develop and maintain relationships with and between pupils Community wide events e.g. assembly, careers week, world book day Enrichment activities to build cultural capital Links with the local community organisations To explore and identify different emotions	The curriculum will ensure our learners achieve their aspirations, engaging with the world around them, being prepared for transitioning to the next part of their journey. Children and young people will know how to / will achieve the skills to: <ul style="list-style-type: none"> confidently form and sustain successful relationships, with family and friends be fluent communicators - at their own level, able to express their wants, needs and feelings as well as self-regulate their emotions be as independent as possible be healthy and have their health needs met engage positively with the school and wider community, ensuring they use their knowledge, skills and confidence to keep themselves safe have the capacity and confidence, knowledge and qualifications to make progress and engage with the community beyond the school setting having a good quality of life and make a meaningful contribution to society be the best they can be
To build a personalised curriculum that is child centred, holistic and personalised which overcome barriers to learning and maximise progress	Place EHCP outcomes at the centre of each pupils' learning journey Use evidence-based approaches Plan and deliver a broad and balanced curriculum Identify clear teaching objectives. Differentiate materials and teaching styles appropriately to the individual Offer teaching at the appropriate level for each pupils' development Follow a logical order for skill acquisition and progression, with a clear structure, routine and certainty Give pupils opportunities to practice and refine of skills Give specialist individual and small group support Provide inclusive opportunities Promote healthy lifestyle choices Use targeted interventions Deliver programmes developed by other professionals Use assessment to drive developmentally appropriate targets	
To build a curriculum based on best practice delivered by a staff team who are staff are highly skilled, confident and understand how pupils learn	Access research, CPD, CPL, peer to peer support, opportunities to share best practice with other school and professionals, monitoring visits from a school Engage with opportunities for collaborative working, including team teaching, peer observation and school improvement advisor, cross SILC moderations Access to wellbeing CPD to support staff resilience A robust induction process that allows staff to confidently carry out their duties	Key Performance Indicators <ul style="list-style-type: none"> Teacher assessments will demonstrate sound progress across a key stage Learners will achieve external accreditation at the appropriate age and stage - year 11 - Entry level certificates/GCSE and/or at appropriate point in post 16 - ASDAN Units in Personal Progression / Functional Skills Entry 1 to level 2) 90% attaining academic qualifications where these are identified/appropriate How effectively the curriculum helps our young people develop into independent individuals who carry with them the knowledge, skills and attitudes which will make them lifelong learners who are ready for the next stage of their education and valuable future citizens Destination data shows number of NEET learners below national average. Whole school attendance is above the current average for special schools and /or rising to 92% All EHCPs have progress measures for the outcomes identified expected progress within 1 year and 85% reach or exceed 95% successfully transition to their chosen destination on leaving school
To build a curriculum that prioritises teaching of: <ul style="list-style-type: none"> ➤ Communication skills ➤ Independence skills ➤ Emotional regulation 	Total communication approach Assessment of pupils and subsequent procurement of SALT Allow space and opportunities for spontaneous social interaction Provide opportunities for the pupils to think and problem solve as independently as possible Use outdoors and the community to provide learning opportunities and practise life skills in real situations Support development of skills for Preparing for Adulthood Provide appropriate challenge that builds capacity and resilience Allows pupils to explore their future beyond school with access to external advice Opportunities for students to increase their self-worth Provide opportunities for pupils to feel challenge and build resilience Learning that allows pupils to identify their emotional state Access to OT and relevant cluster services e.g. counselling	
To build a curriculum where pupils feel safe, are engaged and stimulated by the environment, resources and facilities to giving their progress	Robust quality assured risk assessments Visual timetables and clear structure Access to bespoke environments e.g. sensory room, rebound, Starbooks, Learning Den Outdoor play spaces Support from non-teaching staff Clear transition packages Intensive support for parent and careers Trained staff able to support pupils who become dysregulated Escorted transitions as required High profile events and access to external speakers	
To build a curriculum that allows for rigorous and robust assessments to inform the next steps and celebrates success	Bespoke assessment tool – Evidence for Learning Review EHCPs annually and termly reviews of EHCPs Assess pupils regularly using bespoke assessment package to ensure progress is monitored and expectations for next steps are clear Internal and external moderation opportunities (cross SILC moderation etc.) Engage with opportunities for collaborative working - Provide opportunities to celebrate and reward successes and to participate in special event Provide robust transition arrangements Rewards activities Regular parental communication Promote pupils learning through social media, digital and analog displays	