

## Alternative Education Provider - Organisation Profile

Provider Name	SENse Learning
Address	SENse Learning, The Forge Offices, Staplefield, RH17 6ET
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Contact	Referrals
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### Summary of provision provided (please tick as appropriate)

Full Time Alternative Provision	
Part Time Alternative Provision	X
Tutoring	X
On-line Learning	
Bespoke Provision delivered off-site	X
Additional Interventions delivered on-site	
Full or Part-Time Alternative Provision for Post 16 Students	X
Key Stage 1	X
Key Stage 2	X
Key Stage 3	X
Key Stage 4	X
16 Plus	X
English Tuition	X
Maths Tuition	X
Science (including IT) Tuition	X
Core Curriculum	
Vocational Training	
Physical activities – such as sports	

### Additional Provision Information

1000 words max

SENse Learning is an Alternative Provision providing holistic educational packages for children with additional needs who are out of school or in between placements. These interim packages our education are delivered in the young person's own home and we also utilise trips out into the community.

We are on a mission to ensure no child is left behind. Our team of Specialist Teachers and Education Mentors are dedicated to providing holistic tuition for children and young people with additional needs, whether they're out of school or in between placements. We prioritise building relationships, fostering interest-led learning, and nurturing social, emotional and academic development, with the child at the centre.

We believe that trust is the cornerstone of effective learning, which is why we prioritise establishing professional and trusting relationships to help our students access education and thrive. Our Associates are carefully matched to students based on their skills, experience and interests, ensuring a personalised approach that makes SENse.

Our expert team is equipped with extensive knowledge of a range of additional needs and skilled in supporting young people with anxiety and complex mental health issues. Whether a student is out of school, on roll but partially attending, or EOTAS, we seamlessly collaborate with schools and other

professionals to facilitate re-engagement and then onto supporting transition into more formal education or even career pathways.

We have a comprehensive 'Menu of Options' offering accreditation in Functional English, Maths and Essential Digital Skills (EL1-L2) through NCFE, as well as ASDAN qualification and Arts Award certification, ensuring a broad and balanced curriculum offer for all abilities. We also offer programmes to support social, communication and anxiety needs.

We have created a detailed baseline process which allows us to place young people where they are currently at when they start with us, tracking their progress termly. This also then gives us a clear and easy identification of areas of need to work on the following term. We review this termly using the WILL (Wellbeing, Interaction, Learning and Life Skills) baseline and objectives. Through these baselines, we are able to clearly identify the students main areas of need and find out why these have been a barrier to attainment. We then create SMART targets directly impacting the young person's attainment and progress socially, emotionally and academically.

We provide the Functional (and pre-functional) Curriculum and accreditation through NCFE. We have a primary and secondary academic baseline pack for our students which consists of a creative bank of activities and/or more traditional forms of baselining. For our older students, we use skills forward through NCFE which highlights areas of need and levels for each subject of the Functional Skills Curriculum. We set individual academic targets from these baselines. For our primary students, we have created the Pre-Functional Curriculum which goes up in levels from 1-7. This is based on year groups and functional aspects of the National Curriculum. This enables students to go into a setting that is teaching the National Curriculum or one with a functional approach.

We measure academic progress and social and emotional development using an online monitoring tool. We record detailed logs at the end of each session, to evaluate what worked well, what didn't and how the student progressed to meeting their outcomes. We also monitor attendance, engagement and behaviour. We are able to evaluate the success of outcomes and journeys through the programme. By monitoring, understanding and evaluating the student's progression and journey, we can ensure value for money and impact as the students will be better supported through their next steps into employment and/or education.

With our unique Pathways Model, each student is assigned to a Pathway tailored to their age, stage and future aspirations, providing clarity and direction for their educational journey. Regular assessments at the end of each term, ensures that students receive the support they need as they progress through their Pathway, fostering a collaborative approach among families, professionals and SEN Learning toward achieving common goals.

Our four Pathways are:

Assessment Pathway:

This Pathway is an entry point to the other 3 Pathways when the best fit is not clear at the referral stage. The aim of this Pathway is to assess the needs of some of our new students and ensure we have a suitable programme for them to move into, whilst gathering information about the best strategies to support and engage them.

Vocational Pathway:

The aim of this Pathway is to support students towards their next steps of Further Education, Training, Employment and/or Independent Living.

Reintegration Pathway:

The aim of this Pathway is to ensure students are prepared for school, and that their transition back to school is a successful one.

EOTAS and Complex Pathway:

The aim of this Pathway is to develop the student's wellbeing to a stage where they can move into another Pathway and work towards their next steps after SENse Learning.

We work with local authorities, and schools across the country, who are seeking specialist student learning solutions and can accept referrals from families with individual personal budgets.

#### Pastoral Support Offered – please provide a summary of the pastoral care you provide

At SENse Learning we have a fantastic pastoral department that oversees safeguarding and student and family welfare. We prioritise safeguarding in all aspects and know that the welfare and wellbeing of all our students, families, staff and Associates, are of the utmost importance.

The Pastoral Team is made up of the Pastoral Manager, who is the Designated Safeguarding Lead and an experienced Social Worker. The Pastoral Manager oversees all the aspects of safeguarding for SENse and ensures that all those working for SENse have up to date training and support to ensure they are able to effectively safeguard students.

Our Welfare Lead is an experienced SEND teacher and DSL and has a range of experience around supporting young people and their families. The Welfare Lead role is varied, with a focus on the welfare of students, their families and carers as well as our Associates. They also oversee behaviour and therapeutic support.

Also, in the Pastoral Team we have our Safeguarding Coordinator who is an experienced DSL and has worked in Pastoral departments in schools. The Safeguarding coordinator works closely with the Pastoral Manager to ensure that all safeguarding concerns are responded to quickly, sensitively and transparently, in line with our safeguarding procedures.

The Pastoral Team works with Students, Families and Associates to ensure that we are able to prioritise the safety and wellbeing of every student in our provision. We have robust and effective safeguarding procedures and policies in place that are firmly embedded in the induction of all staff and Associates.

The Pastoral team carries out timely interventions around safeguarding, behaviour, therapeutic input, and Early Help family support. The Pastoral team works closely with the Education Team to identify the students, families and Associates that may need some targeted intervention support in one of these areas. The aim of these interventions is to provide additional intensive support until the situation is more stable or the student successfully moves on from our provision.

Our Welfare Lead offers welfare check in's for all new and existing Associates to enable them to feel supported and valued and we work closely with other professionals to provide a holistic approach to enabling students to thrive and meet their goals.

Another aspect of the pastoral team is to provide robust and informative training to staff, Associates and parents/carers at SENse. We have a comprehensive calendar of events

covering a variety of safeguarding topics including mental health, exploitation, radicalisation and child protection.

We also offer targeted Early help and behaviour interventions for Students and their families. These can include: sleep issues, dysregulation and sensory needs. We also link families with appropriate support services in their local area to ensure they are accessing all the appropriate support available to them.

We invest in our Associates to ensure that they feel confident and well equipped to do their roles. The Welfare Lead provides ongoing support throughout their time at SENSE as well as offering access to therapeutic training and behaviour support. The Safeguarding Lead provides regular webinars, training sessions and reflective supervision access to maintain safeguarding as a priority.

#### Service Provider Benefits – please list the main benefits of your provision

1. Opportunities for success
2. Positive relationships with professionals
3. Increased self esteem and confidence
4. Curriculum tailored to individual needs, which focuses on interest based learning, which includes access to clubs and student meet ups
5. Associates who understand individual needs and how to support these, matched with them based on the skills and experienced needed for individual needs. This includes a Case Lead who has the time to oversee their package and ensure parents and professionals are liaising on the bigger picture and next steps
6. Sessions in the home which decreases anxiety and number of transitions
7. Access to a huge range of learning resources, materials and online learning programmes during their sessions
8. Access to our WILL Curriculum, which tracks small steps of progress in their personal development - helping the young person see their progress and be motivated by this
9. Enhanced support for those with highest needs from our Pastoral Team
10. Outside the box approach

#### Provider Outcomes – please list the main outcomes

1. We want our students to understand how to keep themselves safe in the world
2. We want our students to understand how to have healthy physical and mental wellbeing
3. We want our students to feel valued and see the worth and enjoyment in their life
4. We encourage our students to interact in the world around them, family, staff, peers and local community
5. We want our students to be able to voice their opinions and feelings and feel empowered to express their wishes
6. We want our students to feel safe and happy within the relationships in their life
7. We want our students to find a love of learning and see the potential in their future
8. We have high expectations for all of our students and support them to have the same expectations
9. We want all our students to have a functional level of life skills
10. We want all our students to be able to have the potential to life independent fulfilling lives

#### Other Information

Registered as a school? (please provide URN)

No.

