

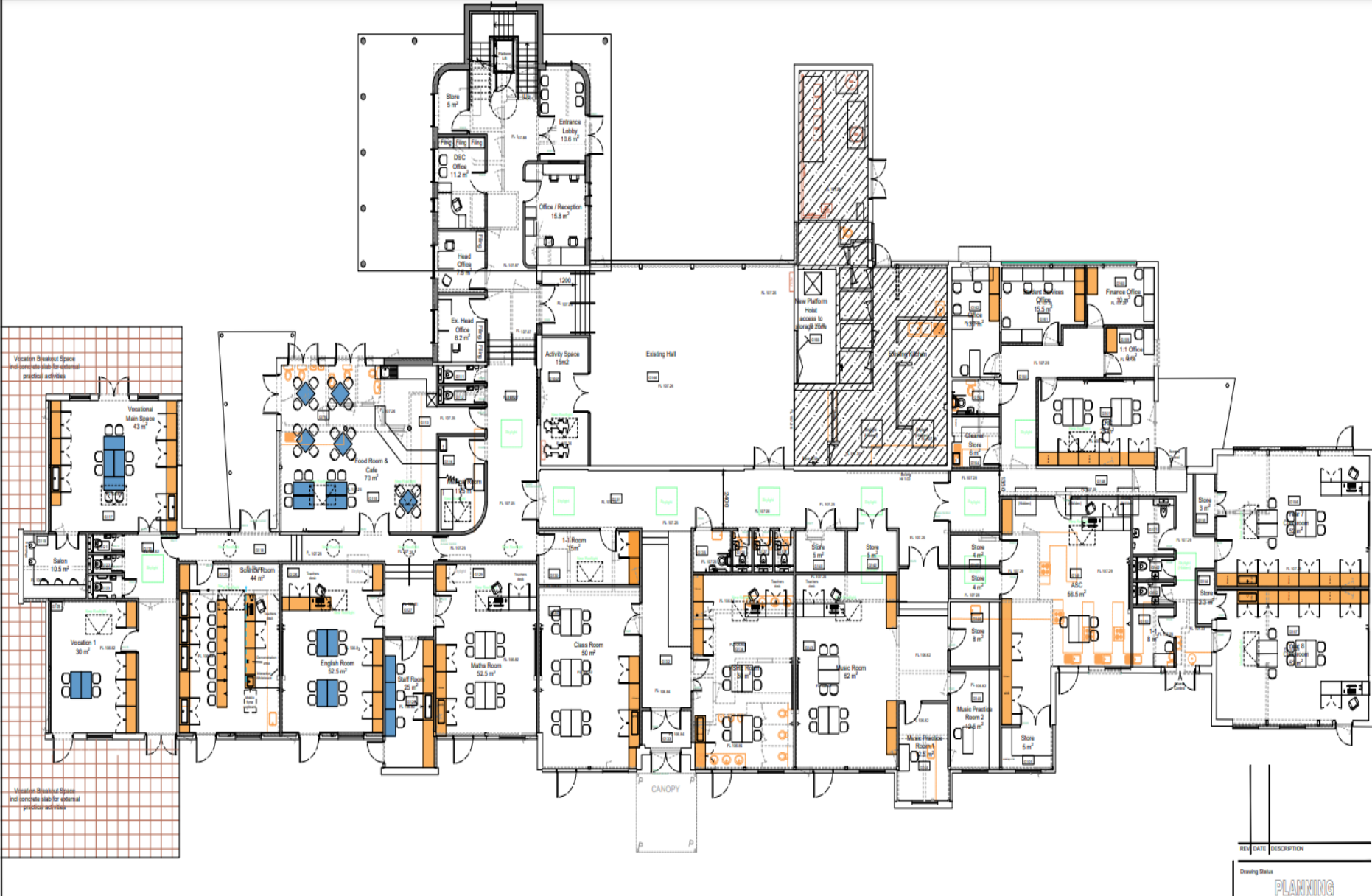
Proposal for a new ASC/MH Provision

HP₃

The Provision

- Will initially provide up to 30 places for KS3 / 4 students
- EHCP must have ASC and SEMH (MH) as Categories of Need
- Students do not need to have a Learning Disability
- Focus on supporting emotional barriers to attendance and engagement with personalised learning

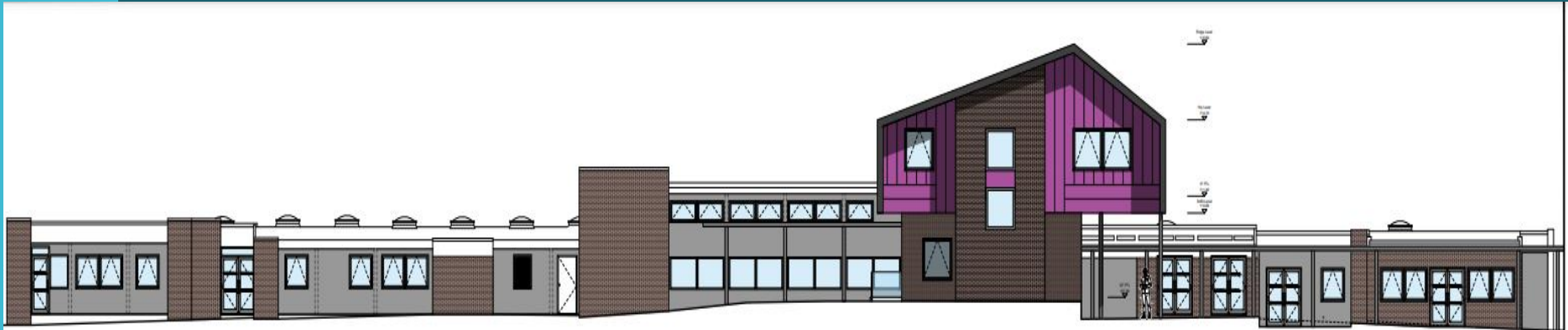
Ground Floor Plan



First Floor Plan



Elevations



North Elevation



South Elevation

Our Vision

- This provision is based on a commitment to Student Voice and Person Centered Planning
- This provision is a relationship based model - students must feel safe
- We believe in an holistic multi - agency approach to meet the whole young person's needs
- We believe in helping the student find their place and purpose in the adult world

The Learning Environment HP3 will provide...

- 1-1 and small group learning spaces
- different entry points to the building
- sensory regulation rooms
- counselling spaces
- outside learning eg gardening / forest schools / animals
- Digital media suite
- Calming colour schemes and layouts
- Social interaction spaces
- Flexible eating spaces
- Life skills flat
- Vocational spaces eg café / hairdresser / gardens /wildlife area
- Specialist rooms for arts and sciences

How Will HP₃ Work?

- each student will co-produce an Individualised Learning and Support Plan before they start
- a multi -agency team will support the student in writing their Plan
- transition into HP₃ will be supported by the Wellbeing and Support Team using the Plan the student has written
- the student will have as much choice as is realistic in how , when and where to learn
- each student will have 2 Key Adults and they will check in as needed
- a student will probably need a high level of 1-1 support initially and at certain times . We do not want to create a 1-1 dependency model but staffing levels will allow for 1-1 support

Curriculum Offer

- a range of different qualifications and extra - curricular activities will create a balance
- GCSEs will be offered as well as Functional Skills and BTECs
- a blended delivery model will include options for online learning students will have individualised curriculum targets, as well as holistic behaviour, health and well-being targets
- aiming for at least GCSE in Maths and English and a range of other qualifications
- link up with local Universities and have students on placement
- aim to have neurodivergent role models involved at all levels

What could a Person Centered Plan include?

- What do I need to feel safe at school
- What do I need to learn
(environment, teaching styles, adult support, peers or alone etc)
- Who and what do I need to help and support me
- What future am I building towards

Support Agencies and Therapies

The success of DP3 will depend on the multi -agency personalised support which will include :

- Counsellors
- Therapeutic inputs eg Lego therapy / Emotion Coaching etc
- PACE (Playfulness, Acceptance, Curiosity and Empathy) work
- Family Support
- Educational Psychologists
- Charities
- CAMHS
- Medical staff
- Key adults

Staff

- There needs to be a resilient , visible senior leadership team
- staff need to be resilient and flexible to make dynamic decisions that are right for the student/s at that time
- staff need to understand that **relationships** provide the safety, success, esteem, belonging and confidence that these students need
- understand that home school partnership is vital , be non-judgemental and welcoming to families

An emotionally and physically safe space

- HP3 needs to be safe – no student can repeatedly create an unsafe environment
- we expect many students to be self – excluding from school and been unable to attend lessons because they have experienced severe bullying, mental ill-health or trauma.
- we expect some students to have experienced challenges with self-harm
- don't talk about behaviours – talk about expectations
- students must want to learn and want to be there
- everybody must have unconditional positive regard for each other
- everybody must look after the wellbeing of each other
- anxiety may mean cannot always self-regulate and we are aware that behaviours in a current / past setting can change
- assessment places a possibility in the future

Preparation for Adulthood

Areas to consider are:

1. work experience
2. accreditation
3. workplace encounters
4. community inclusion
5. travel training
6. college visits.

How will this be different from traditional secondary school?

Layout of the learning spaces – sofas etc

First name terms for staff

No bells -free flow movement

Negotiated timetables

No uniform



Attendance

- attendance is key but will need to be measured flexibly
- trust with families and students may take time so an Outreach model will support
- flexi school agreements may support students to commit to attending
- low attendance in the building is not necessarily poor attendance

What's Next?

- currently finalising funding model
- final Approval at CYP Committee in September
- refurbishment at building works start September
- recruitment of Deputy Head to lead site Autumn Term 22
- work with LA to start receiving EHCPs for consultation