



Name of the SENDCo	Kate Griffiths 
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The kinds of SEND we provide for.

Silver Linings School is an Ofsted Registered Independent Day School providing a creative therapeutic and individualised approach to learning for children aged 5-11 years. We specialise in providing a unique educational journey for children with complex needs due to encountering adverse childhood experiences utilising a Therapeutic approach based on the principles of Dyadic Developmental Psychotherapy (DDP) and PACE.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Admission arrangements to Silver Linings Schools are transparent and we do not accept direct referrals from other institutions, such as schools and alternative providers. As part of this process, we facilitate visits for prospective families prior to a formal consultation from the child’s placing authority, where an EHCP has already been issued. Our initial assessment is based on the EHCP documentation provided by the SEND team, we will confirm with them a potential placement or not, if we believe we can meet the needs of the child we will arrange to go visit the child in their current school environment before offering confirmation. Once placement is arranged and an admission date is agreed, a transition plan can begin, with 2 or 3 short visits of up to 1 hour before the official timetable below begins.

Table 1. Silver Linings School Transition Plan

Week 1	Monday – Friday 9-12.00 noon
Week 2	Monday – Friday 9- 12.30 (lunchtimes introduced)
Week 3	Monday 9-3pm, Tuesday – Friday 9-12.30 (Lunch at school)
Week 4	Monday & Tuesday 9-3pm, Wednesday -Friday 9-12.30 (lunch at school)
Weeks 5-7	Full days continue to be added until attending full-time **

All members of staff are responsible for meeting the needs of students with SEN through implementing and ensuring that appropriate provision is in place within their remit e.g. curriculum planning, differentiation, target setting in accordance with the 2015 SEND Code of Practice. This is

done through an Assess, plan, do, review cycle. Silver Linings School will support specific additional needs through appropriate interventions.

On entrance all children are baselined; this is completed in a multitude of ways and not formal assessments. We play games with the children and are creative following the PACE model, allowing children to explore and learn in a way that suits them.

There are three assessment points throughout the year, however ongoing assessments and reviews are completed against their short-term targets, EHCPs and learning.

How will the curriculum be matched to my child/ young person's needs?

At Silver Linings, we map the curriculum to match the needs of the child. We ensure that gaps are filled, and the children will work within their own ability (from assessment data), and that the lessons are made fun and engaging, incorporating many strategies: play, creativity, using their interests, and the outdoors. Planning is completed by the Teachers and shared with other members of staff, they can then work in small groups or if required 1:1. Working in small groups allows for the child to work on other skills that are important to their daily life skills.

How accessible is the school environment?

The rooms at Silver Linings are kept to a minimal – very little on display and resources within the rooms are to aid regulation and integration into learning, therefore they are not overwhelming to their senses.

We are fully disability friendly – wheelchair access can be gained, and we have facilities available for changing and parking.

How is the decision made about the type and quantity of support my child/ young person receives?

All children that join Silver Linings have an EHCP, this is our first port of call for identifying what resources the child needs. As we run a transition of 7 weeks, we learn a lot about the child through observation as well as discussions. As we learn more about the child, we build up a picture/profile of them and decide what would be best suited to them regarding their learning experiences, staffing and access to provision. As planning moves forward for the child and their needs, staff are informed and advice from the SENDCo is given.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Progress is measured through observations, conversations with staff and through books; we do not do formal assessments.

A termly report is formed and sent out to parents/carers, this informs them about what provision the child has received and how they are progressing against their short-term targets.

Short-term targets are set for every child by the time they reach week 7 of their transition – these link to their EHCP and are broken down into manageable achievable steps for them, allowing them to build self-confidence and a feeling of achievement.

How will my child/ young person be included in activities outside of the classroom, including school trips?

It is important within our setting for children to build their understanding of the world around them and for them to feel a sense of belonging. All children have access to outdoor experiences, including being involved with the local community litter picking, visiting the local library and participating in raising money for a local charity supporting families. We believe it is important for the children to build independence and therefore also provide opportunities to cook and bake, go into the countryside hiking and developing survival skills, and visit different types of settings such as museums, galleries, parks – both locally and further afield linked to Forestry England and the National Trust.