

XP School

Brief description of the school

XP opened in August 2014 and will reach its capacity size of 350 students in September 2020.

XP is based on the extremely successful practice of High Tech High and expeditionary learning schools in the US, and offers an academically rigorous curriculum with deep, visceral learning experiences.

We focus relentlessly on quality of work and character growth. As a result, our school culture is value driven. Therefore, we expect our students, staff and parents to be courageous, respectful, committed to craftsmanship and quality, compassionate and to always show integrity. We provide an authentically tough and rewarding education for everyone, and we believe that it is best achieved through not segregating our children by any measure, such as social class or academic ability.

To be absolutely clear, XP is neither a vocational school, so we do not prepare students for specific trades, nor are we an outdoor adventure school. Our curriculum and its delivery is not tailored for, or aimed at, certain children with specific ways of learning.

We hold high expectations for all our stakeholders. Without exception, our students are expected to be able to go to university if they wish, staff pursue a high level of continual professional learning, and parents are expected to attend and be involved in Celebrations of Learning, student-led Conferences and Passage Presentations.

How we identify if your child may need additional help and/or has special educational needs (SEN)

We identify children with SEN needs by close cooperation with feeder schools and also through a strong ethos of teaching staff working together to share relevant information

The school regularly assesses, plans, implements and reviews all SEN provision and interventions in order to monitor the impact and progress of all students. This is taken from teacher assessment and experience of students and is our core approach to pupil progress, attainment and behaviour. A student who is not progressing satisfactorily can therefore be easily identified. This may indicate they require additional support to meet their needs.

The school system includes reference to information provided by:

- National curriculum descriptors for the end of a key stage;
- standardised screening and assessment tools e.g. reading tests;
- baseline assessments;
- observations of learning, emotional and social development from the teacher, supported by the SENCo;
- an existing Education, Health and Care Plan;
- assessments by a specialist service, such as educational psychology, identifying additional needs.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents/carers will be involved at all stages of the education planning process.

- At review meetings with parents/carers we discuss the student's strengths and weaknesses. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and ensures that parents/carers are clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Parents are expected to have a full involvement in the development of the student through attending Student-led Conferences, Celebrations and Presentations of Learning and Passage Presentations.

How we will involve your child in the planning and review of their support

Students will be involved in the planning and review stage of the process. The review process will involve a Student-led Conference at which they will present and celebrate their achievements. These take place three times a year.

During Crew, students continually evaluate and review their progress alongside peers and their Crew Leader.

How we match the curriculum, teaching and learning approaches if your child has SEN

- High quality first teaching
- Differentiated work or tasks/teaching
- Specific intervention in the learning process, FIX+
- Staff training in SEND
- Learning Mentors provide support in lessons
- Student voice and parent voice to review provision
- Visual aids to support visually impaired or dyslexic students
- Provision of writing frames
- After school clubs/JOLT/support in extended study
- Paired planning of lessons by teachers, learning coaches and some co-teaching
- Peer collaboration/support/evaluation
- Ensure that there is no hidden curriculum to deter students
- Using a range of assessment procedures

How we provide additional support if your child has learning needs

Following an assessment of your child's specific needs, we will tailor a programme of support. This could be:

Wave 1: Differentiated materials, activities and support from the class teacher and/or crew leader

Wave 2: Extra support from the learning coach; intervention classes to improve literacy, numeracy and handwriting; Jump On Learning Targets (JOLT) classes targeted to improve specific aspects of work; directed extended study beyond the normal school day

Wave 3: External support from partner agencies, for example Educational Psychologist, School Nurse.

Wave 4: An Education & Health Care Plan (EHCP) is written in collaboration with education & health professionals, the child and the family with specific objectives, targets and termly reviews.

How we provide additional support if your child has social and communication needs

Students are supported to create pen portraits that can be shared with teaching staff to explain their preferences, likes and dislikes. These pen portraits help staff to adapt their practice to support students who may struggle to communicate or interact with peers. Learning coaches and Crew Leaders provide additional support. Expeditions and Crew are specifically designed to encourage students in the development of social and communication skills.

How we provide additional support if your child has physical, sensory and/or medical needs

All information about specific physical, sensory or medical needs are communicated to staff via student information files. The school has been designed to be accessible to students and adults with physical disabilities. There is a lift, a hand rail and a loop system for the hearing impaired. Two members of staff are experienced in British Sign Language.

How we provide help to support your child's emotional health and well being

Staff are skilled in providing support and guidance to young people and we place the health and well being of all students as paramount.

All students are members of a pastoral 'crew', supported by a Crew Leader. The Crew focuses on social skills, attitudes to learning, character traits and habits of learning.

Partner agencies, such as Educational Psychology Service and CAMHS provide expert help where needed.

How we promote developing independence

The school is founded on an ethos designed to promote independence. Students are encouraged to take on leadership roles from day one and to act as co-creators of their own learning experience. These habits are promoted through expeditions, passage presentations, celebrations of learning and student-led education learning conferences.

How we measure and review your child's progress against their targets and longer term outcomes

All students on our SEN register have an action plan which follows the cycle of Assess, Plan, Do, Review. Plans are reviewed three times a year during Student-led Conferences and targets are assessed and reviewed with your child, yourself, their Crew Leader and other staff members if appropriate.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

- Regular review of accessibility policies
- Curatorial process for displays will reflect and share an inclusive environment.
- Building is wheelchair accessible with a lift and disabled toilet.

How we include children with SEND in the life of our school

We start the day with Crew so children can reflect and learn in a safe environment. Students are accountable for their own behaviour and are expected to show the character traits of; Courage, Respect, Craftsmanship and Quality, Compassion and Integrity.

The ethos of the school is that we are all crew, not passengers, so all expeditions are designed so that all students can participate and achieve.

All students are encouraged to perform and present to develop confidence and social skills at our public Celebrations and Presentations of Learning.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

- We enhance all the skills of staff at XP and start with the premise of teachers as learners.
- There is also additional in depth and ongoing training for staff with extra responsibility.
- SENCo and SEN Link Governor enrolled on LA training
- SENCo enrolled on SEND PGCERT at Sheffield Hallam University
- The SENCo attends regular meetings to update and revise developments in Special Needs Education and Inclusion.

External support and expertise we can call upon to help us to meet children's needs

We are well supported and call upon extra bodies for specialist help. This includes:

- Multi-Agency Team
- Social Care
- Educational Welfare Service
- Academy Nurse
- School Doctor
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Physical Impairment Service
- PCSOs
- Early help support

How we prepare children to join our school

- Children are visited in their primary schools by a learning coach.
- Parents with their children meet with key members of staff prior to starting school.
- All children attend a transition day before joining the school.

According to needs:

- Children may visit the school and join in activities/lessons/question and answer session with students concerning school life.;
- We will work with primary school staff to work out a specific transition plan. (the same care and attention is employed in preparation for outward bound expeditions and fieldwork).

How we prepare children to move on from our school

Children visit universities as part of their learning expeditions. In addition to that there is an emphasis on professional quality work and high expectations for all students.

Learning expeditions are designed to develop independence and skills for life and employability. Students also have the opportunity to meet and question experts in many different disciplines such as medics, forensic scientists, artists and journalists.

Career guidance is designed into our curriculum.

How we deploy our resources to meet the needs of children with SEND

We employ two learning coaches for each year group in KS3 and KS4 to work alongside students, take small groups and individual interventions and as part of learning expeditions.

We have two learning coaches with particular expertise with SEN.

Contacts for more information

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