



E-Spired Centre of Excellence

June 2021

21/09/2021

Black Thread Motto: Reversing the Trend

Who We Are

- *'E-Spired captures the children that have fallen out of the system and gives an opportunity for everyone to achieve'* Stakeholder feedback 2019
- E-Spired is an independent school and community interest company, providing an alternative approach to education with a commitment to improving the life chances and opportunities for young people age groups 14-16-year olds and post-16s. We work with young people who have been excluded, who are at risk of exclusion, who have been missing in education, on an Educational Health Care Plan (EHCP) including young people with SEMH.

Our Programme

Young Leaders Programme

- Takes students through a journey that encourages personal development, shifting from not-for-growth aspects of self.
- Aims to develop a sense of striving for something purposeful in life.
- Provides an opportunity for enhancement through personal and situational exploration.
- Aims to teach the importance of responsibility and social accountability.
- The programme promotes ethic, integrity and a growth mindset that negative behaviour patterns and ways of thinking can be altered.

Curriculum subjects

GCSE, Functional Skills, Entry level, ASDAN courses

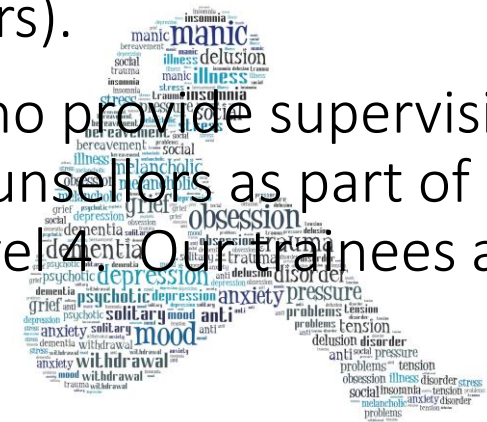
- English Language
- English Literature
- Mathematics
- Combined Science
- Enterprise and Marketing
- Art & Design
- Sports Science Level 1 & 2
- PHSE and RSE
- Humanities
- ASDAN Personal and Social Effectiveness (level 1 & 2 qualification)
- ASDAN short courses

In-House Counselling Service

Our in-house counselling service is a trusted and safe space where individuals can work through their difficulties. Our counselling service is not just for our E-Spired school community, but is available for anyone to access.

Joylette Hudson co-founder of the school runs the service and is a qualified counsellor, registered with the BACP (British Association of Counselling and Psychotherapy) and ACC (Association of Christian Counsellors).

Our team is made up of two qualified clinical supervisors who provide supervision and support to the service and we also have two trainee counsellors as part of the team who are studying a counselling qualification at Level 4. Our trainees are due to qualify in summer 2021.





In-house counselling service

We recognise that some pupils that attend our school, may come with complex issues, struggles and worries that they have found difficult to understand or process.

We want all pupils to develop to their full potentials and grow in resilience and be better equipped to cope now and into their adulthood.

We encourage a good balance of mental well-being in our school, which is supported through our young leader's programme and all-round pastoral support.

We recognise that sometimes parents and carers or even siblings may benefit from counselling support, and so we offer dedicated counselling service for our parents and carers to complement the work with their child. We call this our wrap-around support for the family.

Our Approach

We provide one-to-one counselling which is based on 'humanistic' principles, our modality of counselling is person-centred which aims to provide our clients, (young people and adults) with an opportunity to talk through their difficulties in a welcoming and supportive environment, and to find their own ways of addressing their issues.

We also offer 1-2-1 or group creative therapy for those who find it difficult to talk through their difficulties.

Social Emotional Mental Health Needs

SEMH needs are a type of special educational need where a child communicates through behaviour in response to unmet social, emotional or mental health needs.

Children with SEMH needs often have difficulties in managing their emotions or their behaviour. They can show inappropriate responses to their emotions. They can feel scared, anxious and misunderstood.

It is estimated that around 150,000 children in mainstream and special schools are experiencing SEMH challenges.

Pupils with SEMH

Some behaviours children with SEMH needs might display could be -

- Anger
- Frustration
- Verbal or physical aggression
- Lashing out
- Self-harming
- Withdrawing
- Possible law-breaking such as stealing or vandalism

How we work with SEMH needs:

- Build a relationship of mutual trust and respect.
- Being authentic.
- Provide clear and fair boundaries and stick to them.
- Help the child to identify their own challenges and give them strategies to develop self-responsibility .
- Restorative justice.
- Make every day a fresh start.
- Be consistent and say what we mean.
- Young Leaders Programme to develop a growth mindset.
- 1-2-1 or small intervention groups.
- 1-2-1 or small group counselling (talking / creative)
- Pastoral support and school culture.

Special Educational Needs

A child with a learning disability may have special educational needs (SEN), such as a learning difficulty i.e., dyslexia or dyspraxia. A learning disability is incurable and will affect a person their whole life.

Cognition and Learning Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Department of Education (2015)

What our school can work with

Mild Learning Difficulties

A child with a mild learning difficulty is usually able to hold a conversation and communicate most of their needs and wishes. But they may need additional support in some areas.

A learning disability constitutes a condition which affects learning and intelligence across all areas of life, whereas a learning difficulty constitutes a condition which creates an obstacle to a specific form of learning, but does not affect the overall IQ of the child.

For example, Down's syndrome is classed as a learning disability, whereas dyslexia is classed as a learning difficulty, in that it only affects an individual's relationship to the processing of information, usually manifested in problems with reading, writing, and spelling.

Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Department of Education (2015)

What our school can work with

Dyslexia

People with dyslexia can have trouble with reading and writing. This is because they find it more difficult to connect verbal sounds and speech with written words and letters. When you read, the brain decodes the text, so you know what each word sounds like and understand it. This decoding can be slower for people with dyslexia, as can translating their thoughts into written words.

Dyscalculia

Dyscalculia can cause people to struggle with maths. They can have difficulty with relating a number to its quantity, which presents problems with counting, sums and sequences. People with dyscalculia can also struggle with directions and telling the time.

What our school can work with

Dysgraphia

This is a difficulty with writing. People with dysgraphia can find it hard to write in an orderly way. For example, their handwriting may be very difficult to read, have words or letters written in the wrong order or even the wrong way round, and they can find it difficult to write in lines.

Attention Deficit Hyperactivity Disorder (ADHD)

ADHD can mean that people with the condition have a short attention span and difficulty concentrating, often getting easily distracted. This can make learning, working and even conversation more challenging.

What our school can work with

Autism Spectrum Disorder

Autism is not a learning disability in itself. In fact, many people with autism have extremely high intelligence, but around half of people with the condition do have a learning disability. Autism is a neurological disorder whose cause is not clear, but researchers generally agree that it is to do with the genetic makeup of a person's brain, and can be hereditary. It can affect a person's abilities to form an understanding of what they are learning. Around 1% of people have autism.



What we could possibly support with additional resources.

Asperger's Syndrome (ASD)

Children with ASD want to fit in and interact with others but often lack knowledge of exactly how to do that. The striking feature is a tendency to “obsess” over a specific topic, object or person. They tend to be socially awkward, with a lack of understanding of common social rules and expectations. They may demonstrate a lack of empathy and display limited eye contact. When involved in conversation, children with ASD may seem uninterested and disengaged. They often lack understanding of the meaning of common gestures or sarcasm.

Placing a child with Asperger syndrome (ASD), or any other special education need, into a regular classroom (a practice called inclusion) puts a greater workload on the teacher.

We recognise that this already stressful situation becomes even more so when staff do not have the extra training needed to

effectively teach a student with ASD, and therefore we would require extra funding to provide a dedicated Learning Support Assistant.

A child with ASD may require their own laptop or iPad for educational apps to support their education in school.

Teenagers with ASD may have additional challenges in secondary school such as:

- Difficulty in moving to secondary school with a change of routine
- Depression, intensified by hormones as they become aware they are different
- Aggressive behaviour as a result of frustration
- Eating disorders due to depression or anxiety
- Difficulty with organisation skills at secondary school
- Refusing to go to school

What we could possibly support with additional resources.

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Department of Education (2015)

Specific considerations

Additional funding may be required to provide reasonable adjustments such as:

- A dedicated learning support assistant.
- Special equipment or resources and teaching aids and material to improve participation.
- CPD training for staff so needs are adequately supported.
- Technology.

What we are unable to appropriately support.

E-Spired is not a Special School and therefore there is a limit to the range of needs that we can support, for this reason we have to sadly say no to some children with complex needs. The categories of needs we are unable to support are:

Moderate Learning Difficulty (MLD)

A moderate learning difficulty is often linked to general developmental delays, meaning that those with MLD are likely to find it difficult to follow the curriculum. A child with moderate learning difficulties will struggle to understand basic concepts and might have issues developing basic reading, writing and numeracy skills.

A child is normally said to have moderate learning difficulties if they're working well below expected levels in the curriculum despite additional support and appropriate intervention. Students with MLD will need a consistent level of support to ensure that they acquire key concepts and skills.

Severe Learning Difficulty (SLD)

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Department of Education and Skills (2003).

Profound and Multiple Learning Difficulty (PMLD)

Pupils with PMLD have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Department of Education and Skills (2003)