



William Henry Smith
School and Sixth Form

SEND Information and Inclusion Report

William Henry Smith School and Sixth Form

Introduction

This report outlines how William Henry Smith School and Sixth Form provides an inclusive, psychologically safe and therapeutically informed environment for children and young adults aged 5–19 years with Education, Health and Care Plans (EHCPs).

William Henry Smith School and Sixth Form is a non-maintained special school offering both day and residential placements. Most children attending the school have Social, Emotional and Mental Health (SEMH) needs as their primary area of need. Many children also have additional neurodevelopmental differences, including Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Pathological Demand Avoidance (PDA), Foetal Alcohol Spectrum Disorder (FASD), learning disabilities, global developmental delay, speech, language and communication needs, sensory processing differences and associated mental health needs.

We provide a highly specialist, interdisciplinary and therapeutically informed provision that supports children and young adults to achieve positive educational, social, emotional and life outcomes. Through our integrated approach, education, care and therapy professionals work collaboratively to understand each person's individual strengths, needs and aspirations.

Our day and residential provision offers consistent, relationship-based support across the wider school experience, enabling children and young adults to develop confidence, independence, emotional wellbeing and the skills needed for adulthood.

At William Henry Smith School and Sixth Form, we are committed to ensuring that every person is valued, understood and supported to thrive. Through our interdisciplinary approach, Positive Behaviour Support framework and 24-Hour Curriculum, we work collaboratively with children, young adults, families and professionals to achieve meaningful outcomes and prepare young people for adulthood.

Our Vision

At William Henry Smith School & Sixth Form our vision is simple, ***to transform lives and break down barriers, empowering every individual to reach their fullest potential.***

We recognise that every person has unique strengths, talents and potential. Our aim is to provide an environment where children and young adults feel psychologically safe, develop positive relationships, achieve meaningful outcomes and prepare successfully for adulthood.

As a psychologically safe organisation, we strive to create a culture where our young people, families and staff feel respected, heard and supported. We understand that emotional wellbeing, belonging and positive relationships are fundamental to learning and development.

We recognise that meaningful learning takes place throughout the day and across a range of experiences. Through our 24-Hour Curriculum, we value the contribution of education, care, therapy, family and community experiences in supporting positive outcomes, personal growth and lifelong learning.

Our values guide everything we do; they shape how we work, how we support one another, and how we create safe, caring spaces for children and young adults to grow.

These are the principles we live by every day.

- Close Collaboration
- Compassionate Curiosity
- Empowering Community
- Unwavering Integrity
- Visionary Thinking

These values shape every aspect of school life and guide our interactions with children and young adults, families, colleagues and partner agencies. They inform our commitment to creating a community in which every child and young adult is supported to thrive, develop independence, build positive relationships and achieve their aspirations for the future.

Our Approach to Inclusion

Inclusion at William Henry Smith School and Sixth Form means ensuring that every young person can participate fully in learning, relationships, school life and the wider community.

We recognise that behaviour is a form of communication and that all children and young adults deserve understanding, dignity and support. We seek to identify and respond to underlying needs rather than focusing solely on behaviours.

Our practice is informed by Positive Behaviour Support (PBS), which provides a proactive and person-centred framework for understanding behaviour and promoting quality of life. Positive Behaviour Support informs all aspects of our provision, including teaching, learning, communication, emotional wellbeing, social development and family partnerships.

Support is tailored to the individual and is guided by each person's EHCP outcomes, strengths, aspirations and identified needs.

Positive Behaviour Support

Positive Behaviour Support (PBS) is the foundation of our approach and informs every aspect of life at William Henry Smith School and Sixth Form.

PBS is a values-led, evidence-informed framework that seeks to understand the reasons behind behaviour and improve quality of life outcomes for children and young adults. We recognise that behaviour serves a purpose and is often a form of communication. Rather than asking, "What is wrong with this child?" we seek to understand, "What is this child communicating and what support do they need?"

Our approach focuses on understanding each young person's strengths, needs, experiences, communication profile and environment. Through careful assessment and collaborative planning, we identify strategies that promote wellbeing, engagement, learning and positive relationships.

Positive Behaviour Support enables us to:

- Develop a deep understanding of each young person as an individual.
- Promote emotional wellbeing, safety and belonging.
- Identify and reduce barriers to learning and participation.
- Teach and reinforce new skills, including communication, emotional regulation and problem-solving.
- Support positive relationships with peers, staff and families.
- Reduce distress and behaviours that may place the young person or others at risk.
- Improve quality of life and long-term outcomes.

PBS is embedded throughout our curriculum, pastoral support, therapeutic provision and daily interactions. It informs how we design learning environments, build relationships, respond to challenges and celebrate success.

We work closely with children and young adults, families, education staff and our interdisciplinary team to develop personalised support plans (one plans) that are meaningful, practical and responsive to individual needs. This collaborative approach helps ensure consistency across school, residential provision and home environments wherever possible.

As a psychologically safe organisation, we are committed to creating environments where our young people feel understood, respected and valued. Positive Behaviour Support helps us achieve this by ensuring that support is compassionate, proactive and centred on the needs and aspirations of the individual.

Interdisciplinary Working

A key strength of our provision is our interdisciplinary approach.

Our education staff work closely with an in-house team of specialists to ensure a holistic understanding of each young person and to provide coordinated support across all aspects of development.

Our interdisciplinary team includes:

- Clinical Psychologist
- Psychotherapists
- Speech and Language Therapists
- Occupational Therapists
- School Nurses
- Social Worker
- Family Therapist
- Family Counsellor

This collaborative model enables us to understand our young people within the context of their learning, relationships, family experiences, communication profiles, sensory needs and emotional wellbeing.

The interdisciplinary team contributes to assessment, intervention, consultation, staff development, family support and strategic planning to ensure that provision is responsive, evidence-informed and centred on the needs of each young person.

Residential Provision, Outreach and the 24-Hour Curriculum

As a non-maintained special school, William Henry Smith School and Sixth Form offers both day and residential placements. We recognise that learning, development and wellbeing extend beyond the classroom, and our residential provision forms an integral part of our holistic approach to supporting children and young adults.

We describe our residential offer as our **24-Hour Curriculum**. This reflects our belief that valuable learning opportunities occur throughout the day and across all aspects of school and residential life. The 24-Hour Curriculum complements and enhances the academic curriculum by providing opportunities for our young people to develop essential life skills, independence, emotional regulation, communication, social understanding and personal responsibility.

Through carefully planned activities, routines and experiences, our children and young adults are supported to:

- Develop independence and self-care skills.
- Build positive relationships with peers and adults.
- Strengthen communication and social interaction skills.
- Develop emotional literacy and self-regulation strategies.

- Increase confidence and resilience.
- Participate in community-based activities and experiences.
- Explore interests, talents and future aspirations.
- Prepare for adulthood and greater independence.

Our residential provision is underpinned by the same values, therapeutic principles and Positive Behaviour Support approach that guide our educational provision. Consistency across education, care and therapy ensures that our young people experience coherent, person-centred support throughout their time with us.

In addition to supporting residential children and young adults, our residential team provides outreach support to both residential and day placements. This flexible support enables staff to work alongside our young people, families and education teams to promote consistency, strengthen relationships and help children and young adults generalise skills across different environments.

The outreach offer may include individual support, transition planning, family engagement, emotional wellbeing support, independence development and tailored interventions designed to meet the needs identified within the young person's EHCP.

By integrating education, care, therapy and outreach within a shared framework, we are able to provide a comprehensive and holistic provision that supports children and young adults to thrive both within school and beyond.

Teaching and Learning

Learning experiences are personalised to meet the diverse needs of all our young people.

Provision includes:

- Small class sizes and high levels of adult support.
- Individualised learning pathways.
- Adapted teaching approaches.
- Visual and structured supports.
- Communication-friendly environments.
- Sensory-informed practice.
- Therapeutic approaches embedded throughout the school day.
- Opportunities to develop independence, resilience and self-advocacy.

We aim to provide a curriculum that is ambitious, engaging and meaningful, enabling children and young adults to experience success and develop confidence as learners.

Communication and Interaction

Many of our children and young adults require support with communication and social interaction.

We promote communication throughout the school using a range of approaches tailored to individual need. Staff work closely with Speech and Language Therapists to develop communication skills, social understanding, emotional literacy and self-expression.

We believe that effective communication is fundamental to learning, relationships and wellbeing.

Emotional Wellbeing and Mental Health

Supporting emotional wellbeing is central to our work.

Our psychologically informed approach recognises the impact that life experiences, relationships, neurodevelopmental differences and mental health challenges can have on learning and behaviour.

We provide:

- Therapeutic support.
- Emotional regulation strategies.
- Relational approaches.
- Safe and supportive learning environments.
- Opportunities for reflection and personal growth.
- Individual and group interventions where appropriate.

Our goal is to help our young people develop resilience, self-awareness, positive relationships and confidence in managing their emotional wellbeing.

Working with Families

We believe that strong partnerships with families are essential.

Parents and carers bring invaluable knowledge and insight about their children. We work collaboratively with families to ensure that support is consistent, meaningful and responsive.

This partnership includes:

- Regular communication.
- Review meetings.
- Annual Reviews of EHCPs.
- Family support and consultation.
- Family mornings.
- Collaborative planning and problem solving.

We seek to ensure that families feel welcomed, respected and actively involved in decision-making.

Monitoring Progress

Progress is considered in its broadest sense and is measured through a range of academic, social, emotional and developmental indicators.

We regularly review:

- EHCP outcomes.
- Academic attainment and progress.
- Communication development.
- Emotional wellbeing and regulation.
- Social development.
- Independence skills.
- Attendance and engagement.

We celebrate progress in all its forms and recognise that success looks different for every young person.

Preparation for Adulthood

Preparation for adulthood is embedded throughout our curriculum and becomes increasingly personalised as our young people move through the school and Sixth Form.

We support young people to develop:

- Independence and life skills.
- Self-advocacy and decision-making.
- Employability skills.
- Community participation.
- Positive relationships.
- Aspirations for the future.

Through carefully planned transition support, we help young people move confidently into further education, employment, training or adult services.

Accessibility

William Henry Smith School and Sixth Form is committed to removing barriers to participation and ensuring that all young people can access learning and school life.

Adjustments are made to support individual needs, and accessibility is considered in relation to the physical environment, communication, curriculum access and participation in wider school activities.

Complaints

If parents, carers or professionals have concerns regarding provision or inclusion, they are encouraged to contact the school in the first instance. Concerns will be addressed promptly through our usual communication and complaints procedures.

Further Information

For further information about inclusion, specialist provision and support at William Henry Smith School and Sixth Form, please contact:

Head of School: Karl Adamski

Deputy Principal-Further Education: Leanne Clarke

SEND Lead/SENCO: Jo Sayles

Telephone: 01484 710 123

Email: general@whsfoundation.org.uk

We welcome discussions with families and professionals and are committed to working collaboratively to achieve the best possible outcomes for every child and young person.