

**Nexus Satellite provision - Wouldham**

Nexus Special School Satellite provision

**Provision:**

Specialist supported inclusion will be achieved within a mainstream setting from a highly structured yet flexible learning environment that focuses on the personalised needs of children.

The satellite is run by experienced Nexus staff who are knowledgeable about children with complex needs. The inclusive environment provides strong social and academic role models in which specialist teachers, therapists and all school staff work together to integrate support within everyday learning.

All staff demonstrate high expectations for children leading to bespoke and personalised life-long learning outcome achievements and collaborative planning for the future. The total resource should be used flexibly and transparently.

**Access to mainstream classes:**

The aim is for all pupils to access the mainstream facilities at Wouldham as much as possible. All decisions on what sessions are accessed are based on the individual needs of each pupil. Some pupils may go to one or two sessions with support whilst others may access session with no support if this is appropriate.

Some pupils have lunch in the main school dining room. Some pupils also choose to go into the main playground and mix with other pupils. All pupils are encouraged to access what they feel they can manage. However, we ensure that pupils are stretched and challenge themselves as much as possible.

**Key stage 1 Base**

2 classrooms with toilets accessible directly from the classroom

Fenced play area with direct access from the classrooms

Courtyard

2 small group, individual or therapy work rooms

Sensory room

Meeting and admin room

Hygiene room

**Key Stage 2 base**

2 classrooms

Toilets

Courtyard

1 small group, individual, or therapy work room

Sensory room

Meeting and Admin Room

**Staffing teams:**

The satellite provision is staffed with Nexus staff who have relevant experience in teaching pupils with special needs.

Children attending The Satellite have access to universal, targeted and specialist level interventions delivered within the provision supported by an enhanced Occupational Therapy and Speech and Language Therapy service provided by NHS therapists based in the satellite.

Each child attending would initially be offered an assessment package to establish the level of bespoke therapy provision required in this provision context. There will be a range of defined interventions offered to address EHCP requirements.

Therapists work collaboratively with highly skilled Nexus teachers and support staff to ensure pupils communication and sensory processing needs are integrated throughout the day within curriculum delivery plans.

Staffing ratio: Each class of twelve pupils will have a teacher and three teaching assistants.

* Age Range 4-11; Key Stage 1 and Key Stage 2
* All pupils will have an Education, Health and Care Plan (EHCP)
* Maximum of 48 pupils across both key stages, 4 classes of 12.
* All satellite pupils will be registered on Nexus School Roll
* Pupils may present with complex interactions, learning challenges and barriers to learning i.e. more than one area of difficulty that impact upon their ability to learn
* The expectation is that any pupil attending the satellite will have some capacity to access mainstream lessons. Pupils will also be expected to have enough emotional regulation to be able to cope, to some extent, with the mainstream environment. Where the pupil has been unable to take up any integration opportunities in their initial year, the appropriateness of the provision will be reconsidered at the pupil’s next Annual Review or sooner if required.
* The satellite would benefit pupils that might struggle with aspects of mainstream school but for whom a full-time special school placement may also be unsuitable
* Pupils would have a perceived ability to cope with transition
* The satellite is not resourced or suitable for pupils whose challenging behaviour presents a risk to themselves or others.
* Pupils should be working at age related expectations within certain aspects of their social or academic development.
* An assessment placement may be offered over 6 weeks where there is uncertainty about the validity of a long-term placement within the setting. This will provide an opportunity for assessment by a range of professionals, including school and therapy staff.
* All of the above are subject to available places in the appropriate year group and the compatibility of needs within the current peer group.