



# Making SEN simple, achievable and aspirational

An introduction  
to ELS International



# How are you responding to the increasing demands to support all learners including SEN?

Too many children with SEN and disabilities are not making the progress they should be. SEN is still seen as a “special issue” when, in fact, it is a pressing issue in most classrooms around the world.

Focus on academic success is the key motivator in many schools however there is an urgent need to ensure that ALL learners can achieve academic success irrespective of their learning need.

International schools are finding SEN to be an increasing challenge with reportedly 30% of students having difficulties managing school life and up to a third of students had significant problems that were a cause for concern.

(Wellbeing in International Schools, 2018)



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Leaders at ELS have high expectations of pupils and staff, they are highly aspirational.

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## Who we are

Enhanced Learning Services International (ELS International) is a leader in education for all learners and those with special and specific learning needs providing a wide range of bespoke integrated services supporting, developing and embedding exceptional educational delivery.

We are passionate about helping children grow and Thrive. Our Centre of Excellence provides proven programmes/models for effective improvement at all levels of school life. We have leading models of best practice including systems in place to support learners who are less engaged, more isolated and have challenges with their own wellbeing.

# Our Centre of Excellence

**We understand that creating an inclusive, progressive and exciting learning environment for learners who have SEN or those that can be hard to engage is an area that requires determination, resources and a whole school approach.**

Our primary aim is to provide models of best practice in supporting and aligning staff, learners and parents around the needs of, and plans for, children creating a shared mission for achievement and wellbeing.

In collaboration with International School Leaders, staff, parents and learners, ELS International provides proven programmes/models for effective improvement at all levels of school life, including but not limited to, shaping an accessible and differentiated curriculum, models of baseline assessment, therapeutic intervention and effective learning and teaching to move every learner and staff member forward.



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ELS have developed a curriculum with pupils' pastoral and academic needs at its heart. The curriculum has three aims: that it is broad, rich and personalised. The curriculum closely considers pupils' interests, so their engagement with activities is more likely to lead to effective learning. Academic rigour underpins this. Often, pupils do not realise they are learning, pupils make strong progress and a feel-good factor permeates the school.

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# What this means:

## Curriculum and Systems

- Auditing and benchmarking
- Rigorous and comprehensive Models of Assessment
- Planning and monitoring toolkit
- A differentiated and relevant therapeutic curriculum
- Toolkit for hard to engage learners

## Learning and Teaching

- Trauma informed approaches
- Accessible curriculum for all
- Outdoor Education
- Nature Based Learning
- Equine Assisted Learning
- Wellbeing packages of support to learners

## Specialised Support, Intervention and Partnership Working:

- NAS Autism Accreditation
- Licenced Thrive Practitioners
- Autism, Mental Health, CSE Champions
- Multi-disciplinary Intervention Team
- Occupational and Speech and Language Therapy
- Working with training partners to deliver bespoke training
- Community links and working with other schools / sharing practice
- Bespoke training and support packages for families (Autism, LD)
- Dedicated Family Support team
- Family Thrive Intervention
- Supporting families through transition
- Be-spoke outreach programme

## Leadership & Management

- Coaching models across whole school and within departments
- Leading an effective SEN/SEND department
- Training tailored to specific school/group of schools needs
- Consultation
- Governance
- Whole School Approach Structure to support SEN/D
- Shape a 'value for money' model for schools

## Employee support, and wellbeing

- Comprehensive induction and ongoing support system
- Developing and retaining staff effectively
- Employee group Clinical consultation, tiered supervision
- Employee wellbeing packages

## Training Resources and Delivery

- Multi-functional 'CoE Website'. Online access to materials, live streaming / on demand training events, practitioner forums, information and training suite
- Conference centre and 'satellite centres' for classroom delivery and live webinars
- Approved training centre



# Putting plans into action



# 1

## Exploration

### Aim:

To develop and model expertise of staff, facilitate enriched successful learning opportunities for learners, and to create a fully inclusive service through the provision of models of best practice adopting a whole school approach.

#### Independent evaluation:

- Audit
- Observations
- Meetings
- Data analysis.

#### Including:

- Whole school systems/ department/SEN
- The senior leadership team (SLT) understand their duties under the SEND Code of Practice or International practice
- The SENCO is supported and given time and resources to fulfil all his/her responsibilities
- The school annually reviews and updates its SEN information report in consultation with stakeholders
- All teaching staff understand that they are responsible for all learning
- The school regularly monitors those pupils on SEN support to ensure that any additional provision is having an impact on progress

# 2

## Bespoke model

Using actions taken from Stage 1, Exploration:

- Coordinate provision and use a clear system of referral
- Use effective evidenced based interventions
- Develop on-site expertise
- Use rigorous assessment to precisely identify SEN and match interventions to individual needs
- Track and monitor the students' progress across different subjects
- Evaluate the impact of interventions and adjust provision accordingly
- Work with learners and parents
- Ensure strong teaching and learning
- Make sure schools provide a relevant and flexible curriculum and invest in teacher development
- Curriculum development
- Leadership and management





## Action plan

- Create a be-spoke action plan for the schools setting
- Provide an agreed plan including a goal statement
- Set performance targets
- Identify areas for focus
- Agree implementation strategies
- Provide timelines
- Allocate responsibilities
- Arrange checkpoints for status updates (and support mechanism from ELS International)
- Create opportunities for revisions



## Implement

- Working in partnership with school/s in geographical location or remotely
- A strong vision and a list of goals and objectives is not enough. ELS will also outline what schools will need to do. Without specific action steps to guide progress, plans will falter
- A short and long-term plan (such as a curriculum map), showing the knowledge and skills schools want learners to gain at each stage, and by the end of their time at school
- Simplify SEN target setting, allowing teacher/parent and learners to achieve and demonstrate progress. Stakeholders to evidence a clear effective financial model



## Monitor and Sustain

Areas to be considered for ELS International further involvement for continued success and development.

- Adopting an ELS model of a flexible and motivating leadership approach during implementation
- Reinforce initial training with follow-on coaching within the school
- Complement expert coaching and mentoring with structured peer-to-peer collaboration
- Use implementation data to actively tailor and improve the approach
- Make thoughtful adaptations only when evidence that the approach is securely understood and embedded
- Continually acknowledge, support, and reward good implementation practices





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**It all starts with a conversation. Get in touch today.**

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