

February 2022

SEN policy and information report

Policy Owner	Head of School	Review Date:	March 23
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

What kinds of special educational needs are provided for at TreeHouse School?

- All pupils have a diagnosis of Autism and associated difficulties with social communication, emotional regulation and complex sensory needs.
- All pupils have additional learning difficulties.
- Provision for pupils' individual medical and health needs (e.g., epilepsy, diabetes, asthma) is agreed on an individual basis and is supported with a Health Care Plan.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils of the same age by mainstream schools.

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4. Roles and responsibilities

4.1 Who co-ordinates and manages the SEND provision in the school?

- The Head of School oversees the provision for the school, including all statutory paperwork.
- The Deputy Head is the SENCO and oversees the SEND provision.
- The annual reviews are coordinated by the SEND Officer.
- The annual reviews are chaired by the Deputy Head or Assistant Heads.

4.2 The Head of School

The Head of School will:

- Work with the SENCO and Trans Disciplinary Team (Occupational Therapists, Speech and Language Therapists and Behaviour Analysts) to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.3 Class teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with the trans-disciplinary team to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring they follow this SEN policy.

4.4 Trans Disciplinary Team

Occupational Therapists, Speech and Language Therapists and Behaviour Analysts are responsible for

- Working closely with the teachers and the trans-disciplinary team to write and update the Behaviour Support Plans for the pupils.
- Working closely with the teachers and the trans-disciplinary team to plan and assess the impact of interventions.
- Ensuring they follow the SEN policy.

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5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/and multiple learning difficulties.

5.2 Consulting and involving pupils and parents

Arrangements for consulting parents of pupils with SEN and involving them in their pupil's education include:

- Daily 'home-school book' communication describing learning focus, progress and any challenges faced during the day.
- Parents/carers access to child's Earwig account (school's assessment software).
- An individual positive behaviour support plan for each pupil agreed with families, including behaviour support strategies that can be applied at home as well as school setting.
- The offer of home-visits or community visits with the family and the pupil to support the generalisation of learning across settings.
- A range of school events that are open to families (subject to Covid restrictions in place).
- Parent Open Evenings are held two times a year to enable families to meet the whole team involved in teaching and supporting their family member at TreeHouse School and attend a variety of workshops relating to the curriculum of the school.
- Termly curriculum progress report.
- Thematic workshops for parents.
- Frequent phone calls and 'ad hoc' opportunities for families to meet with members of the school team.
- A new pupil review meeting (after six weeks of joining the school).

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Arrangements for consulting young people with SEN and involving them in their education include:

- A pupil-specific transition is planned to support each pupil or young person to have the best possible start at TreeHouse School. This includes an admissions assessment in the home, at TreeHouse and, where relevant, in the pupil's current school. The admissions process includes seeking the views of the young person about their admission to TreeHouse School and planning a transition into TreeHouse School.
- An emphasis on teaching choice-making and communication skills runs through the entire school curriculum, underpinned by the Quality-of-Life model.
- All behaviour is understood to be a form of communication – understanding the function or purpose of a pupil's behaviour informs the teaching and behaviour support strategies included within a pupil's personalised behaviour support plan and curriculum. Socially appropriate, functionally equivalent strategies are taught to pupils in order to give them the communication tools they need to have their needs met and to overcome barriers to learning that may exist because of their behaviours that challenge.
- 'Pupil/ learner Voice' submission at each Annual Review/Preparing for Adulthood Review, e.g., in film, writing, presentation or by attending the meeting they express their views on what they enjoy, their strengths, what support they need, who their friends are, who they enjoy working with etc.

5.3 Assessing and reviewing pupils' progress towards outcomes

Arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review include:

- Daily updates in the 'home-school communication' book and through Earwig software.
- Regularly reporting to parents on key areas of progress. All contacts are logged on Behaviour Watch.
- Termly reports showing progress towards EHCP targets and Curriculum. New targets are sequenced and agreed with the pupil before being introduced in a way that is meaningful and relevant to each pupil.
- All pupils have a Baseline assessment on entry to the school. This gives the teachers a clear starting point for teaching and learning.
- Annual Review and transition meetings in which long term outcomes and short-term goals are agreed between the young person, school, local authority, and family.

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5.5 Supporting pupils moving between phases and preparing for adulthood

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood include:

- A rich, broad, balanced and relevant curriculum offer that includes a variety of community-based leisure pathways e.g. gym, swimming, horse-riding, climbing, that ensures that pupils have regular opportunities to develop their community living skills and interests.
- Person-centred transition planning extended to all pupils.
- Communication passports completed with each pupil to support their transition to their next setting.
- Teaching and behaviour support strategies that place an emphasis on increased independence e.g. gradual transition from intensive 1:1 instruction to structured and supported group work; fading or thinning reinforcement schedules and a constant focus on extending the range of activities that motivate a pupil or young person to engage in their learning and in their community.

5.6 Our approach to teaching pupils with SEN

5.7 The approach to teaching pupils with SEN

- Through the Ambitious Approach and our quality-of-life model with a focus on Wellbeing, Independence and Social Participation. This is a person-centred approach, evidence-based approach.
- Positive Behaviour Support (PBS) within a School-Wide framework (SW-PBS). This approach to learning aims to improve the quality of life for our young people, by providing a level of support that increases their ability to learn meaningful and new skills whilst decreasing behaviours that challenge. Our PBS approach is a blend of person-centred values and behavioural science which relies on evidence and data to inform decision making.
- **Values:** Person-centred and individualised – each pupil is at the heart of decision-making about the approach/es taken to support their learning and to meet their diverse needs.
- A partnership between home, school and other professionals with an important focus on pupils being able to learn and generalise their learning across home, school and in the community.
- The overall goal is increasing quality of life, increasing skills, inclusion and participation of all pupils throughout their time at TreeHouse School.
- **Theory and Evidence-based approach:** Informed by the knowledge and expertise of an on-site trans-disciplinary team including Teachers, Specialist Teachers, Behaviour Analysts, Speech and Language Therapists and Occupational Therapists who assess, plan, and work together to meet the individualised needs of each pupil.

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- We also use other complimentary, evidence-based approaches to support the whole of the needs of our pupils.
- For all teaching and learning we are guided by research evidencing the strategies we use are proven to be effective.
- **Process:** Day-to-day planning and teaching is informed by analytical reflection of the data collected to assess the positive differences our teaching strategies and behavioural interventions are making to our pupils' progress.

Consistency is key; all staff are trained in this approach through robust induction training, on-going staff training throughout the school year, with all new staff completing learning logs on the Ambitious Approach.

A 'Inclusive Communication' approach, where we make use of a number of modes of **communication** such as signed, oral, auditory, written and visual aids including hi-tech communication aids, depending on the particular needs and abilities of the pupil.

5.8 Adaptations to the curriculum and learning environment

How are adaptations made to the curriculum and the learning environment of pupil and young people with SEN?

- Our Curriculum and our Teaching and Learning Policies describe in detail how the curriculum and learning environment is adapted to meet the needs of each and every pupil.
- The curriculum is personalised to the needs of each pupil offering three different curriculum pathways (pre-formal, semi-formal and formal) as described in our curriculum statement which focuses on ensuring that a high quality of life is experienced by all pupils by implementing a curriculum that is relevant and matched to the pupil's developmental level and putting them at the centre of their own learning.
- Embedding and using pupils' EHCP outcomes to inform teaching and learning and individualise.
- Recognising out-of-class time as contributing to aspects of learning that are important for pupils with learning difficulties, for example, planning, recording and monitoring pupils' progress.
- Linking parts of some subjects in themes, for example, 'topic' units of work that bring together a range of different subjects so that learning is contextual.
- Emphasis on teaching and promoting choice-making by pupils throughout their school career, from choice of down-time activity to making an informed choice about which vocational pathways to follow in the 6th Form (having had structured and meaningful opportunities to try each pathway throughout Key Stage 4).
- Work experience opportunities as part of the 6th Form curriculum, where in Year 14 (and earlier for some) pupils have regular weekly opportunities to participate in community-based work experience to help prepare them for the next stage of education and adulthood.
- Individual choice about which qualifications and awards to pursue in Key Stages 4 & 5.
- TreeHouse School is located in the Pears National Centre for Autism Education, a purpose-designed building that includes: spacious and naturally well-lit and ventilated classrooms; an Occupational Therapy Gym; Music Room, Art Room, Canteen, Soft Play Room, Dentist Room, Family bathrooms for practising and developing increased independence in personal

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care skills; two large and one small well-resourced teaching kitchens for practising Daily LivingSkills; vocational areas such as a school shop, a pupil 'office', school garden etc.

5.9 Additional support for learning

We have 1:1 provision for all pupils and 2:1 for some pupils. All staff have training in Autism and PBS. Support staff are known as Teaching and Behaviour Support (TABS). TABS deliver learning programmes, support with group work, take pupils on community visits, and support with personal care. We employ specialist subject teachers for Art, PE, Music, English and Maths, including Art, Drama and Yoga Therapists.

5.10 Expertise and training of staff

What is the expertise and training of staff to support pupils with SEN, including how specialist expertise is secured?

- The staff team includes Teachers, TABS, Behaviour Analysts, Speech and Language Therapists, Occupational Therapists, and specialist therapists. We work closely with CAMHS and Social Services and Local Authorities and SRE specialist teachers.
- PREVENT, Female Genital Mutilation (FGM), whistleblowing and e-safety training are carried out at least annually and reinforced weekly through a weekly staff bulletin.
- We offer all staff a rich programme of Continuing Professional Development opportunities including regular staff meetings, line management meetings, regular individual and group supervision and coaching as well as intellectual and developmental opportunities.
- We support a number of staff each year to complete the Schools Direct programme through which they can gain Qualified Teacher Status.
- A number of colleagues are undertaking qualifications leadership qualifications including the NPQH, NPQSL and NPQML qualifications.
- We are further developing our relationships with local Primary and Secondary schools to enrich our learning community, including staff placements.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Ongoing review of behaviour support plans and trends relating to behaviours that challenge.
- Reviewing the impact of interventions each term or before if required.
- Using pupil questionnaires.
- Keeping and reviewing detailed progress data.
- Using our curriculum framework to measure progress.
- Holding annual reviews of EHC Plans (EHCP) for pupils.

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5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

How are pupils and young people with SEN enabled to engage in activities available with pupils who do not have SEN?

- We have nurtured relationships with a number of local schools with whom we have developed inclusion programmes. These programmes recruit pupils from the mainstream school as play or learning partners for pupils at TreeHouse School. Each week the pupils from our partner schools join our pupils in play activities during lunch club or attend wider curriculum lessons such as PE or Music to model learning and appropriate behaviour to our pupils. All pupils benefit from these inclusion programmes. TreeHouse pupils have the opportunity to learn and play alongside their typically developing peers and develop friendships with them; pupils from our partner schools gain an increased understanding of difference and benefit in terms of their social, moral, and cultural development.
- We support families through home-visits, skills workshops, and fun days, to enable TreeHouse pupils to engage with their siblings and the family to enjoy their time together.
- In all years, pupils have opportunities to learn beyond the classroom, for example through regular community trips and community-based leisure activities such as competitive sports competitions, swimming, horse-riding, cycling, trampolining, and skiing – these are activities which many pupils also then enjoy with their families.

5.13 Support for improving emotional and social development

How are pupils supported to improve their emotional and social development?

- Autistic pupils may find it more difficult than others to understand and self-manage their emotions and dysregulation. Like all pupils, they first need to learn how to recognise and label the emotions they are experiencing before going on to learn how to manage these, and they may need more support than some to learn effective strategies. Before pupils develop these strategies, they may use behaviours that challenge to express themselves. Therefore, each pupil at TreeHouse has their own positive behaviour support plan. Each plan places an emphasis on increasing a pupil's ability to understand their emotions and what underpins them, and includes the development of emotional regulation and functional communication responses that enable a pupil to communicate their feelings and wishes rather than using behaviours that challenge to have their needs met.
- Social skills lessons, led by the Speech and Language Therapy team are included in the Key Stage 1-3 curriculum for all pupils. The emphasis on social skills is continued in the 6th Form through leisure curriculum, which provide pupils with opportunities to further develop their social skills in an age-appropriate setting.
- Through our 'Group Skills' assessment we identify a pupil's progress towards and readiness for learning in small groups.
- Pupils enjoy their snack and mealtimes together as class groups, they are encouraged to communicate with each other during these important parts of the school day.
- TreeHouse School has an anti-bullying policy. The PSHCE curriculum includes a focus on preventing and minimising the impact of bullying, including cyber-bullying. The school recently participated in national 'Anti-Bullying' week and held several activities to promote

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awareness of bullying. Through their social skills groups and individualise targets pupils learn how to be assertive to keep themselves safe (e.g. to say 'No'). Some pupils may also have individualised programmes designed to help them understand difference and to avoid engaging in behaviours that may be perceived as bullying or intimidating by others. As always, an entirely personalised approach is taken.

- TreeHouse School is developing a School Council aimed at increasing the voice of young people in the school.
- Each pupil or young person has a key worker who pays particular attention to any change/s in behaviour or motivation that may be an indicator that there is a cause for concern – this is particularly important when considering the emotional and social development of all our pupils. We have zero-tolerance approach to bullying.

5.14 Working with other agencies

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEN and supporting their families?

- All adults working in the team around each pupil are invited to attend each pupil's Annual Review each year.
- As and when required, we co-ordinate overlaps and joint observations with other professionals either at school or in the pupil's home.
- We work closely with CAMHS and other Health Professionals to ensure that a robust Health Care Plan is designed and carried out for any pupil requiring one; we routinely invite Health Care professionals into school to deliver training to staff involved in administering medication, also inviting parents to these meetings so that the care around a young person is consistent across environments.
- Our Learner and Family Support Team works closely with families and agencies to support pupil's needs.
- We maintain close relationships with each pupil's social worker (Children and Disabilities / Children and Families team) as so often, the pupil's readiness to learn and engage in school life is intrinsically linked with how things are at home (and vice versa).
- Arrangements for supporting pupils who are looked after by the LA (Local Authority) and have SEN take the same personalised approach and include liaison with staff at the pupil or young person's residential settings as well as with the Virtual Head. The DSL represents the pupil at an LAC review and associated meetings.

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5.15 Complaints about SEN provision

What are the school's arrangements for handling complaints from parents of pupils with SEN about the provision made at the school?

- If a pupil or young person has a concern about the SEN provision, they are encouraged to first speak with their teacher to express their concerns. Our commitment is always to working with young people and their families and in most cases, when highlighted early, it is possible to address the problem informally. Where the pupil or carer remains dissatisfied with the provision they are receiving, they are encouraged to make an appointment to speak with the Head of School who will make every effort to listen to the concern and to work with the family and colleagues to resolve the issue.
- Should the informal approach to resolving a concern not result in a satisfactory conclusion, details of our school's Complaints procedure can be found on our website: [Ambitious About Autism Compliments and Complaints Policy](#).

5.18 The local authority local offer

- TreeHouse School is a non-maintained special school (NMSS), located in the London Borough of Haringey.
- Pupils are placed at TreeHouse School by approximately 21 different Local Authorities. TreeHouse School is working to be included in the Local Offer of each of those Local Authorities.
- Details of Haringey's Local Offer can be found on their website see link below: [Haringey Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher every year. It will also be updated if any changes to the information are made during the year. The policy will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Curriculum Statement
- Teaching, Learning and Assessment Policy
- Behaviour Policy
- Restrictive Physical Intervention Policy
- Healthcare Policy

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