



# **SEN policy and information report**

**January 2019**

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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, learning and sensory needs
- All pupils additionally have severe or moderate learning difficulties
- All pupils demonstrate 'behaviors that challenge' their learning or participation in their communities
- Provision for pupils' individual medical and health needs (e.g. epilepsy, diabetes) 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.

They 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.

## **4. Roles and responsibilities**

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

- The annual reviews are coordinated by the SEND Officer.
- The annual reviews are planned by the SEND Officer.
- The annual reviews are chaired by the Behaviour Analysts and Deputy Heads.
- The Deputy Heads for Lower School and Upper School are the SENCOs and oversee the SEND provision.
- The Head teacher oversees the provision for the school, including all statutory paperwork.

### **4.2 The headteacher**

The headteacher will:

- Work with the SENCOs and SEN governor 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 Behaviour Analysts**

Each Behaviour Analyst is responsible for:

- The behaviour support plans and IEPs for each pupils they work with
- The progress and development of every pupil on their caseload
- Chairing the annual reviews, termly reviews and transition meetings
- Working with the SENCOs and the Behaviour Analysts to review each pupil's progress and development and decide on any changes to provision
- Working closely with the teachers and the trans-disciplinary team to plan and assess the impact of interventions
- Ensuring they follow the SEN policy

## **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:**

- Termly meetings scheduled for each pupil and their family (also attended by the pupil or young person wherever relevant and meaningful to do so) in which progress through the Individual Education Plan (IEP) is reviewed and new targets agreed. These meetings last an hour and a half and are also attended by the pupil's Class Teacher or Class Lead, their Behaviour Analyst and members of the Speech and Language Therapy or Occupational Therapy team as appropriate.
- Daily home-school book communication describing learning focus, progress and any challenges faced during the day
- An individual positive behaviour support plan for each pupil agreed with families, including behaviour support strategies that can be applied in the home as well as school setting
- The offer of home-visits or community visits with the family and the pupil in order to support the generalisation of learning across settings
- A range of school events that are open to families including Sports Day, Arts Day, family fun days, Celebration events and the Christmas and Summer Shows
- Parent Open Evenings are held three 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
- A Parent Talk series covering key areas of concern for families e.g. Person-Centred Transition Planning, Wills and Trusts, Transition to adult services, SRE education, – with individual family support available
- Termly curriculum progress report
- Frequent phone calls and 'ad hoc' opportunities for families to meet with members of the school team

## **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
- An emphasis on teaching choice-making and communication skills runs through the entire school curriculum, underpinned by the school values of 'be safe' 'make responsible choices' and 'do your best'.
- 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 as a result of their behaviors that challenge
- Pupils are given appropriate opportunity to select targets they want to work on for themselves e.g. a pupil may tell us they want to learn how to ride a bike and we would add this to their weekly timetable (ensuring a careful breadth, balance and relevance over time)
- In Key Stage 4 pupils have opportunity to access the full range of vocational pathways on offer, so that they can make an informed choice on entering the 6<sup>th</sup> Form about the pathways they would like to continue with in greater depth e.g. continue with Landscaping but discontinue with Performing Arts
- Pupils complete a 'Pupil Voice' submission at each Annual Review/Preparing for Adulthood Review: 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.
- Patterns in behaviour data are analysed to support pupils who may still be developing the communication tools they need in order to make themselves understood in a socially appropriate manner e.g. where high instances of behaviors that challenge are found in one lesson but not others, staff analyse the data to understand the function (purpose) of the behaviour in that lesson and to adjust the environment accordingly so that the pupil can access learning and have their views understood and needs met.

### **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
- Regularly reporting to parents on key areas of progress or challenge (these may take the form of a phone call, email or short written report, depending upon parental preference. The frequency of reporting is also dependent on parental preference).
- Termly reports showing progress towards IEP targets and general curriculum progress report – new targets are agreed with the pupil before being introduced in a way that is meaningful and relevant to each pupil
- Baseline assessment on entry to the school includes: parental questionnaire (Vineland Adaptive Behaviour Scales-3); P/National Curriculum level assessments; Behaviour Problems Inventory – short form (BPI-S); Verbal Behaviour-Milestones Assessment and

Placement Programme (VB-MAPP) assessment (for all pupils year 9 and below; barriers assessment of the VB-MAPP for all pupils); Essentials for Living (EFLs) (for all pupils) and Allied Health Professional assessments e.g. of Expressive and Receptive communication skills and sensory needs. These assessments are completed on an annual cycle and progress towards goals is tracked. The BPI-S and ICAN assessment tools are conducted on a termly basis.

- 'Formal' termly meetings between families and school staff are scheduled; there are also 'ad hoc' meetings and home visits offered throughout the year.
- 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.

### **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 personalised curriculum offer, including study programmes, covers the four Preparing for Adulthood themes of Independent Living, Community Inclusion, Health and Employability skills as well as continuation of functional English and Mathematics
- Careful handovers and preparation for transition between classes each year (useful preparation for transition between services in the future)
- Daily Living Skills curriculum included within each pupil's curriculum in the 6<sup>th</sup> Form e.g. laundry, preparing meals, grocery shopping
- 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**

**The approach to teaching pupils with SEN is:**

- 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 comprehensive needs of each pupil.
  - We all understand that all skills and behaviours serve important functions to our pupils, and we rely on the primary principles and procedures of behaviour analysis to assess and design teaching, learning and support strategies.
  - 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.
  - We utilise functional assessments to inform function based interventions for all our pupils.
    - We employ multi-component interventions to teach new functional skills to proactively change behaviour and to manage behaviour reactively,

Consistency is key; all staff are trained in this approach through robust induction training, on-going staff training throughout the school year, and a competency based training programmes for our Trainee Teaching and Behaviour Support staff (Trainee TABS).

A 'Total 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.

## 5.7 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 pupil.
- The curriculum is personalised to the needs of each pupil using the following principles:
  - giving significant time to those parts of the curriculum which are priorities for our pupils by identifying areas that are part of TreeHouse 'Core Curriculum'
  - varying the frequency of parts of the curriculum, for example, a higher proportion of time each day is allocated to TreeHouse Core Curriculum areas including Personal, Social, Health and Citizenship Education (PSHCE) including Relationship and Sex Education (RSE); English Basic Skills (with an emphasis on expressive and receptive communication); Mathematics Basic Skills; weekly time is allocated to other important areas of the curriculum such as PE, Science and vocational learning



- identifying skills which require regular and frequent practice and teaching and ensuring that these are written as 'Individual Lesson Plans' so that a pupil has many opportunities to learn and generalise these skills
  - 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 with behavioral feeding issues
  - 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
  - an 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 6<sup>th</sup> Form (having had structured and meaningful opportunities to try each pathway throughout Key Stage 4)
  - 'real work' experience 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 care skills; two large and one small well-resourced teaching kitchens for practising Daily Living Skills; vocational areas such as a school shop, a pupil 'office', school garden etc.

### **5.8 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.

### **5.9 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 have a monthly visit from a pediatric dentist who specialises in working with pupils with disabilities. We work closely with CAMHS and Social Services and Local Authorities and SRE specialist teachers.
- Our TABS all meet the competencies as outlined in the Positive Behaviour Support (SW-PBS) Competency Framework. We run a one-year competency-based TABS training programme which covers areas of Autism, Education, PBS and Professionalism.
- We offer a comprehensive 3 day induction programme, including, SW-PBS, Human Resources (HR), Allied Health Professional (AHP) and Safeguarding training, with a specific focus understanding the signs and indicators of safeguarding and pupil protection

concerns for pupil and adults with autism and associated communication difficulties. 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 an MSc in Positive Behaviour Support through Bangor University and University of Kent.
- 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 through the National College for Teaching and Leadership (NCTL), 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 data /I Cans to measure progress
- Holding annual reviews of EHC Plans (EHCP) for pupils

### **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 'reverse 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?**

- Pupils with autism may find it more difficult than others to understand and self-manage their emotions and associated behaviors. 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 behaviors that challenge (e.g. task avoidance, aggression, property destruction, self-injurious behaviour) 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 behaviors that challenge in order 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 6<sup>th</sup> 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
- Pupils' Individual Education Plan (IEP) targets always include a social communication target
- Morning and afternoon registration incorporating Personal Social Health and Citizenship Education (PSHCE) times include opportunities for pupils to interact with each other, plan ahead for the day together and reflect on how a day has gone
- 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 awareness of bullying. Through their social skills groups and IEP targets pupils learn how to be assertive in order to keep themselves safe (e.g. to say 'No'). Some pupils may also have IEP programmes designed to help them understand difference and to avoid engaging in behaviors 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 so that issues such as bullying and school routines are addressed in the most supportive way to pupils
- All pupils are encouraged to speak with their teacher or a trusted adult about any matter that concerns them. Pupils who are non-verbal and use different modes of communication are supported to communicate concerns using their preferred mode of communication

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 a 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
- The Behaviour Analyst for the pupil takes on the role of coordinating the team of adults working to support the pupil and their family
- 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
- We provide placements for trainee Health Care professionals e.g. Paramedics, trainee psychiatrists as well as trainee teachers and nurses. These increase the trainees' knowledge and understanding of autism whilst also increasing our understanding of how best to work with colleagues in these different professions
- 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 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 Deputy Heads and the pupil's Behaviour Analyst represent the pupil at an LAC review and associated meetings

## **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 and/or Behaviour Analyst 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 Headteacher 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 20 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.

It will be approved by the governing body.

## 7. Links with other policies and documents

This policy links to our policies on:

- Curriculum
- Behaviour and Positive Handling
- Supporting pupils with medical conditions

**Approved by:** TreeHouse Gov Body Feb 2019

**Date:** Feb 2019

**Last reviewed on:** [Date]

**Next review due by:** February 2020