

January 2026

# **SEND policy and information report**

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## 1. Aims

Our SEND policy and information report aims to:

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

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.
- Provision for pupils' individual therapy needs (occupational therapy, speech and language).

## 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:

- [Equality Act 2010](#) which sets out schools' duties to eliminate discrimination, advance equality of opportunity and make reasonable adjustments for pupils with disabilities, including through accessibility planning.
- [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, SEND co-ordinators (SENDCOs) and the SEND information report.
- This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEND 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.

## 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.

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- The Deputy Head oversees the SEND provision.
- The annual reviews are coordinated by the SEND Officer.
- The annual reviews are chaired by a member of SLT, the appropriate Phase Lead class teacher or our SEND Officer.

## 4.2 The Head of School

The Head of School will:

- work with SLT and the Trans Disciplinary Teams (Occupational Therapists, Speech and Language Therapists and Positive Behaviour Support specialists) to determine the strategic development of the SEND policy and provision in the school.
- have overall responsibility for the provision and progress of pupils with SEND and/or a disability.

## 4.3 Class teachers

Each teacher is responsible for:

- the progress and development of every pupil in their class (as per teacher standards),
- the development of Integrated plans for each pupil
- 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 SEND policy.

## 4.4 Trans-Disciplinary Team

Occupational Therapists, Speech and Language Therapists and Positive Behaviour Support specialists are responsible for:

- working closely with the teachers ~~and the trans-disciplinary team~~ to assess, write and update the Behaviour Support Plans and therapy programmes for the pupils
- working closely with the teachers and the trans-disciplinary team to plan and assess the impact of interventions
- working closely with the wider school staff to develop understanding and upskill them to deliver interventions
- ensuring they follow this SEND policy.

## 5. SEND information report

### 5.1 The kinds of SEND 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 parent/carers

Arrangements for consulting parent/carers of pupils with SEND and involving them in their

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pupil's education include:

- an initial pupil review meeting (within 12 weeks of joining the school).
- daily school diary communication describing learning focus, progress and any challenges faced during the day.
- frequent phone calls and 'ad hoc' opportunities for families to meet with members of the school team.
- an individual integrated plan for each pupil agreed with families.
- an individual positive behaviour support plan / therapy programme as required, agreed with families including behaviour support strategies that can be applied at home as well as in the school setting.
- parent/carer access to child's Earwig account (school's assessment software).
- parent/carer Open Evenings held once a year to enable families to meet the team involved in teaching and supporting each pupil.
- a range of school events that are open to families including coffee mornings and thematic workshops for parent/carers.
- annual review meeting of EHCP provisions and outcomes
- annual curriculum progress report.

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

- a pupil-specific transition plan to support each pupil or young person to have the best possible start at TreeHouse School. This includes an admissions assessment at Treehouse and, where relevant, in the pupil's current school. Wherever possible the admissions process includes seeking the views of the young person about their admission to TreeHouse School and planning their transition to us.
- an emphasis on teaching choice-making and communication skills runs through the entire school curriculum, underpinned by the Quality of Life model.
- 'Pupil 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.
- opportunities to participate in aspects such as whole school Pupil Voice meetings.

### **5.3 Assessing and reviewing pupils' progress towards outcomes**

Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities to work with parents/carers and young people, are structured around the Assess–Plan–Do–Review graduated approach. EHCP outcomes underpin personalised teaching, Positive Behaviour Support and integrated therapy provision, with progress and impact reviewed regularly using curriculum, behaviour and wellbeing data in partnership with families and professionals. These arrangements include the following:

- all pupils have a Baseline assessment on entry to the school. This gives the teachers a clear starting point for teaching and learning.
- regular updates through Earwig software through picture and text records.
- regularly reporting to parent/carers on key areas of progress. All contacts are logged on Behaviour Watch.

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- termly curriculum assessments and RAG (Red, Amber, Green) ratings completed on Earwig. Updates are shared with parent/carers through termly records uploaded onto Earwig software for EHCP and subject areas.
- annual review and transition meetings in which long term outcomes and medium-term goals are agreed between the young person, school, local authority, and family.
- daily updates via each pupil's school diary.
- end of year curriculum reports showing progress towards curriculum subjects.
- additional assessments may be carried out by the integrated services team who will record evidence via BehaviourWatch logs and communication with parent/carers as agreed for that pupil.

#### 5.4 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. skiing, swimming, horse-riding, that ensures that pupils have regular opportunities to develop their community living skills and interests
- person-centred transition-planning extended to all pupils
- Integrated plans for and where appropriate with each pupil to support their transition to their next setting
- teaching and emotional regulation strategies that place an emphasis on increased independence e.g. use of visual timetables and transactional supports to increase independence, structured and supported group work 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.
- focus on the Preparation for Adulthood outcomes (employment, independent living, community inclusion and health) through vocational learning and work experience, personalised independence and life-skills lessons, inclusive community-based opportunities and integrated therapeutic and health support, ensuring that pupils are prepared for meaningful and fulfilling adult lives.

#### 5.5 The approach to teaching pupils with SEND

Through the Ambitious Approach and our quality of life model with a focus on Wellbeing, Independence and Social Participation. This is a person-centred, evidence-based approach:

- **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

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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, positive behaviour support specialists, speech and language therapists and occupational therapists who assess, plan, and work together to meet the individualised needs of each pupil
- 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 of distress . Our PBS approach is a blend of person-centred values and behavioural science which relies on evidence and data to inform decision-making
- We also use other complementary, evidence-based approaches to support the whole of the needs of our pupils, e.g. SCERTS, Structured TEACCHing
- For all teaching and learning we are guided by research evidencing that the strategies we use are proven to be effective
- **Process:** Day-to-day planning and teaching is informed by our curriculum and a reflection of the data collected to assess the positive differences our teaching strategies and other interventions are making to our pupils' progress.

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

An 'Inclusive Communication' approach is used, where we use 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 and their preferred communication approach.

## 5.6 Adaptations to the curriculum and learning environment

How are adaptations made to the curriculum and the learning environment of pupils and young people with SEND?

- 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 pathways (Pre-formal, Semi-formal and Formal). As outlined in our curriculum statement, these pathways describe the tools and strategies we use to support pupils in accessing the curriculum, with a focus on ensuring that a high quality of life is experienced by all pupils. The curriculum is relevant, matched to the pupil's developmental level and places pupils at the centre of their own learning.
- By embedding and using pupils' EHCP outcomes to inform and individualise teaching and learning.
- Recognising that learning opportunities can be maximised outside of the classroom environment, and that this work can contribute to overall pupil progress.
- Linking parts of some subjects in themes, for example, 'topic' units of work that bring

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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 engagement in specific curriculum areas.
- 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.
- 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, Sensory Room, Immersive Room, Cubbie Sensory Hub, Music Room, Art Room, Canteen, Soft Play Room, Dentist Room, Family bathrooms for practising and developing increased independence in personal care skills, eight well-resourced teaching kitchens for practising daily living skills, vocational areas such as a school shop and our school horticulture area Saplings.

### 5.7 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 Positive Behaviour Support (PBS). Support staff are known as Specialist Teaching Assistants (STAs). STAs support with group work, take pupils on community visits, and support with personal care. We employ specialist subject teachers for Performing Arts, Art, PE, Horticulture, an Employment Specialist, English, Maths, Personal, Social and Health Education (PSHE), Relationships, Sex and Health Education, (RSHE) and Understanding the World. We also provide onsite therapists (OT and SALT) and further therapeutic support for pupils, such as Drama therapy.

### 5.8 Expertise and training of staff

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

- The staff team includes Teachers, STAs, Positive Behaviour Support specialists, Speech and Language Therapists, Occupational Therapists, and specialist therapists. Where appropriate, we also work closely with CAMHS, Social Services and Local Authorities.
- There is mandatory safeguarding training in PREVENT, Female Genital Mutilation (FGM), whistleblowing and e-safety is carried out at least annually and reinforced through daily staff briefing emails, as well as face to face bitesize safeguarding sessions
- 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 in gaining Qualified Teacher Status, through the Apprenticeship pathway or completing the Schools Direct programme, as well as newly qualified teachers through the two-year Early Career Teacher (ECT) programme.
- A number of colleagues are undertaking leadership qualifications including NPQ qualifications.
- We are further developing our relationships with local Primary and Secondary schools to enrich our learning community, including staff placements.

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## 5.9 Evaluating the effectiveness of SEND provision

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

- reviewing pupils' individual progress towards their goals each term
- using our curriculum framework to measure progress
- reviewing the impact of interventions each term or before if required
- keeping and reviewing detailed progress data
- ongoing review of behaviour support plans and trends relating to behaviours of distress
- using pupil questionnaires
- holding annual reviews of EHC Plans (EHCP) for pupils.

## 5.10 Enabling pupils with SEND to engage in activities available to those who do not have SEND

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

- 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.
- We are further developing relationships with local schools through our inclusion programmes. These programmes recruit pupils from the mainstream school as play or learning partners for pupils at TreeHouse School. 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.

## 5.11 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 of distress in order to express themselves. Therefore, each pupil at TreeHouse has their own Integrated plan, as well as a positive behaviour support plan where required.
- Literacy lessons, led by the class teacher and supported by the Speech and Language Therapy team and our English subject lead, are included in the curriculum for all pupils. A Total communication approach is taken across the school **within all curriculum areas**.
- The emphasis on social skills is continued in the 6<sup>th</sup> form through the Preparation for Adulthood curriculum, which provides pupils with opportunities to further develop their social skills in an age-appropriate setting.

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- 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 PSHE curriculum includes a focus on preventing and minimising the impact of bullying, including cyber-bullying. 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 differences 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 creates regular opportunities for Pupil Voice meetings aimed at increasing the voice of young people in the school and ensuring they are engaged in the decision-making process, e.g. naming classes and rooms.
- Each pupil or young person has a key worker who pays particular attention to their curriculum progress, as well as any changes 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.
- Pupils' mental health and emotional wellbeing needs are identified through ongoing observation, wellbeing and behaviour data, professional judgement and close communication with families. Early intervention is provided internally through our Positive Behaviour Support (PBS) framework, therapeutic input and integrated plans.
- Where concerns indicate a need for specialist support, the school works with families and other professionals, including CAMHS. While pupils are waiting for external support, the school continues to provide targeted interventions, regular review and close monitoring to support pupils' wellbeing and ongoing engagement in learning.
- We use a proactive and CALM approach to supporting pupil's behaviours of distress and restrictive physical intervention is used only as a very last resort at TreeHouse School. Our PBS-led approach prioritises prevention, skill development and environmental adjustment, with all incidents recorded, monitored and reviewed to support the ongoing reduction of restrictive practice.

## 5.12 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' SEND?

- 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 professionals' meetings and joint observations with other professionals
- 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 parent/carers 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 pupils' 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

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school life is intrinsically linked with how things are at home (and vice versa).

- Arrangements for supporting pupils who are looked after by the Local Authority (LA) and have SEND 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 if required. The Designated Safeguarding Lead (DSL) or other relevant staff member (e.g. Phase lead or class teacher) represents the pupil at LAC/CLA reviews and associated meetings.

### 5.13 Complaints about SEND provision

What are the school’s arrangements for handling complaints from parent/carers of pupils with SEND about the provision made at the school?

- If a pupil or young person has a concern about the SEND 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](#).

### 5.14 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 19 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 Head of School 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
- Behaviour
- Restrictive Physical Intervention
- Healthcare

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