

# SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

## SEN Policy

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DFE (2014)  
SEND Code of Practice 0 – 25 (2015)

### Related policies:

Tram House School SEN Report (2017)  
Safeguarding and Child Protection Policy (2016)  
Safeguarding Adults at Risk Policy (2016)  
Accessibility Policy and Plan (2016)  
Complaints Policy

### Objectives of the provision

This policy provides a framework for the identification of and provision for children with Special Educational Needs detailing how the needs of the most complex and challenging students within our school population will be met in order for them to make as much progress in the curriculum as possible. Although all the students at BeyondAutism Schools will have additional and special educational needs, there will be a proportion who, for the following reasons, find it extremely difficult to make the progress they are capable of. The reasons include:

- An exceptionally low starting point
- Exceptional difficulty in meeting the behavioural expectations of the school
- Exceptional difficulty in progressing in one or more curriculum area or one or more aspect of the curriculum e.g. literacy, application of numeracy or communication
- Exceptional barriers to social development which limits the benefit the pupil can gain from community based activities or enrichment activities

It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every student is valued and respected. Rainbow School is an Independent Special School for children with autism; we therefore welcome pupils with a primary diagnosis of autism and special educational needs ensuring that all pupils have an equal opportunity to engage in the curriculum.

We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We recognise that we will need to consider the individual needs of pupils when planning our curriculum. We will provide a curriculum, underpinned by ABA/VB which is accessible to the individual needs of our pupils and maximises the opportunity to integrate pupils into group learning.

All pupils attending BeyondAutism Schools will have statements of special educational need or an Education, Health Care Plan. In particular pupils will have a diagnosis of autism and therefore will experience difficulties with language, communication and interaction. Pupils may have other needs such as behavioural and /or medical needs. As an independent special school every aspect of our provision is designed to meet the Special Educational Needs of our pupils. Our aims and purposes summarise the principles underpinning everything that we do.

## 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

## Vision and Aims

Our vision is to empower children and young people with autism to lead fuller lives. By providing a life enhancing education we expect all our pupils to achieve their full potential at school, home and in their communities.

We aim to achieve this by:

- Having consistently high expectations and achievements for every individual.
- Offering high quality, inspirational and innovative teaching and learning, based on the principles of Applied Behaviour Analysis (ABA) specifically using Verbal Behaviour (VB).
- Providing a safe, secure, caring and enjoyable environment where children and young people can thrive, work and learn, and grow towards independence.
- Providing inspirational and accountable leadership at all levels.
- Providing a personalised curriculum for the 21st Century, which meets each pupil's individual education plan, based on the National Curriculum and functional life and independent skills.
- Working in partnership with parents, providing support, training and information.
- Providing an ambitious and comprehensive staff training and development programme, and aiming to become the leading provider of autism education in the UK and beyond.

We are committed to self-evaluation and professional growth and are striving to be a learning organisation changing how we do things where feedback or evaluation indicates that this will lead to improvement. We believe in cooperation and partnership with families, as well as with others in the local community and further afield, who share our commitment to improving the lives of children and young people with autism.

## Person responsible for the coordination of SEN (SENCO)

The Heads of school, with support from the Head of Pastoral are responsible for the coordination of SEN within the Lower and Upper School. They are supported by the ABA Consultant, Speech and Occupational Therapists, ABA Supervisors and Instructors.

The Heads of school can be contacted via:

Park House School (Lower School)  
48 North Side Wandsworth Common  
London  
SW18 2SL

Tram House School (Upper School)  
520 Garrett Lane  
London  
SW17 0NY

Email: [ParkHouseSchool@beyondautism.org.uk](mailto:ParkHouseSchool@beyondautism.org.uk)  
[TramHouseSchool@beyondautism.org.uk](mailto:TramHouseSchool@beyondautism.org.uk)

The Head of Pastoral is recognised as the school's SENCO, and who is the lead through whom the Governors discharge their duties. The SENCO oversees the implementation and day to day operation of the School's SEN Policy having responsibility for monitoring the progress of all pupils with learning difficulties and emotional/behavioural needs

In particular, the SENCO's responsibilities include:

- Coordinating the provision for SEN, assisting with the identification and assessment of pupils with additional SEN;
- Advising and supporting class teachers;
- Working with Parents; including termly communication about goals and targets
- Ensuring that suitable resources are provided;
- Ensuring that IEP's are drawn up and monitoring their quality and impact;
- Assisting with the implementation of the IEP's and their reviews;
- Ensuring that the records of SEN pupils are updated and reviewed.
- Contributing to in-service training.
- Undertaking quality assurance of all aspects of SEN provision

## The Special Educational Needs for Which Provision is Made

BeyondAutism Schools specialise in the education of children and young people with autistic spectrum disorders (ASD). We recognise that the pupil's needs are best met by spending all or most of the school day in a setting which takes account of the impact of autism on the individual and has the specialist skills to provide an adapted curriculum, communicative and learning environment.

All pupils will have a statement of special needs or EHC Plan for autism spectrum disorder with associated language, communication and interaction difficulties. Pupils will have a formal diagnosis of Autistic Spectrum Disorder (Autism, Asperger's Syndrome)

## Roles and Responsibilities

The Governing Body has delegated responsibility from BeyondAutism Board of Trustees to discharge the statutory duty to ensure that the necessary provision is made for pupils with SEN and to ensure that teachers in the School are aware of the importance of identifying and

providing for those pupils. The Governors oversee the School's provision and report annually on SEN policy and practice.

BeyondAutism establishes the appropriate staffing and funding for all pupils with special needs.

### **The Role of the Heads of School**

The Heads of School have responsibility for the day to day management of all aspects of the school's work including provision for children with SEN. They share responsibility with the governing body for developing and implementing the policy for SEN. They work closely with the Head of Pastoral, Speech and Occupational Therapists, ABA Senior Supervisors, ABA Supervisors and Instructors and keep the governing body informed of this area of the school's development, through the termly report to Governors.

In particular the Heads' will report on the proportion of our pupil group for whom making good progress in their learning is made more challenging by:

- An exceptionally low starting point
- Exceptional difficulty in meeting the behavioural expectations of the school
- Exceptional difficulty in progressing in one or more curriculum area or one or more aspect of the curriculum e.g. communication
- Exceptional barriers to social development which limits the benefit the pupil can gain from community based activities and/or enrichment activities.

### **Facilities available**

Pupils at BeyondAutism Schools will be offered a range of specialist facilities including:

- small classes with 1-to-1 adult/pupil ratio;
- staff team with specialist additional qualifications;
- a team of skilled and committed support staff (tutors), who have undertaken specialist training;
- school organisation and approaches to teaching and learning designed to take account of the particular characteristics of pupils with autism and associated language, communication and interaction difficulties, reflecting a range of evidence based approaches
- access to a curriculum appropriate to their ages, needs and abilities, including for some pupils a modified National Curriculum and a particular emphasis on social interaction and communication skills;
- a physically secure environment with good curriculum related facilities and other specialist facilities.
- appropriate community based and extended education opportunities that are specifically designed to meet the needs of pupils with autism and associated language, communication and interaction difficulties;
- excellent multi-agency links and close partnership working with associated professionals;

All our basic teaching, social and administration areas will be fully accessible and compatible with all relevant equalities legislation.

We aim to create a calm, low stimulus, structured environment. We will make every effort to meet the medical needs of pupils, for example through implementing a clear and practical policy on the Administration of Medication.

## Information on Assessment and Provision

### Allocation of Resources

We are committed to the recruitment and professional development of staff in appropriate numbers to meet the needs of all pupils in the light of our stated objectives. We also aim to provide high levels of materials and equipment to support effective teaching and learning, and to develop the school's premises and facilities to provide a high quality environment. Decisions about the allocation of resources to pupils will be guided by the provision specified for individual need in their statements of SEN or EHC Plans.

Where new challenges arise that impact on the pupil's ability to make good progress in their learning an emergency meeting will be held to determine a clear pathway of success. Input from the pupil's Parents, Persons responsible for SEN, Class Team, relevant specialists and the Local Authority will be required to ensure that the right resources are made available.

Action to meet pupils' SEN aims to promote independent learning and falls within 4 broad strands:

- Assessment, planning and review;
- Grouping for teaching purposes;
- Additional human resources;
- Curriculum and teaching methods.

The school allocates appropriate resources to all classes and departments annually based on urgency of need, school development plan priorities, and availability of funds.

Each year our School Development Plan will focus on agreed improvements in a range of areas. Within each area a number of targets will be addressed and funding from available sources will be allocated for these developments.

Annual review of the deployment of staff and the use of the building is essential in order to ensure that we utilise resources effectively to meet pupil needs. We are keen to secure best value for all expenditure and we carefully monitor and evaluate the impact of all our work.

### Identification and Review of Pupil Needs

The individual special educational needs of pupils are outlined in their statements or EHC Plans and these include clear educational objectives. The school will use these objectives in order to plan appropriate educational provision for each pupil.

All statements of special educational needs or EHC Plans are reviewed annually at the Annual Review Meeting and we are committed to providing sufficient time for each meeting so that parents, staff and others involved in the pupil's education and care can discuss progress and

plan carefully for the future. The Head of Pastoral, and the class team if required, are present at each review meeting. We also encourage the involvement of pupils in their own reviews.

The calendar for the annual review of pupils' statements is drawn up at the start of each academic year by the leadership team. The calendar is circulated to all of the relevant agencies so that they can make plans for their involvement wherever appropriate.

As part of the review process the educational objectives listed on the statement or EHC Plan are considered and it may be recommended that they are amended, removed or added to. Key short to medium term targets relating to these longer term objectives form the basis of an Individual Education Plan for each pupil. Progress towards targets is reviewed regularly and they are amended as appropriate through the school year.

It is important to remember that the IEP represents a significant part of the planning undertaken for each pupil, there is also careful consideration of individual needs and more detailed definition of intended learning outcomes in all areas of the curriculum.

The development of assessment procedures is on-going and under regular review so that we can adapt our curriculum and use our resources efficiently to take account of group and individual needs. As part of this process we use a range of assessment including: The Assessment of Functional Living Skills (AFLS), The Assessment of Basic Language and Learning Skills (ABLRS-R), and the Verbal Behaviour Milestones Assessment and Placement Program.

### **Access to the Curriculum**

Pupils receive an individual curriculum which is relevant to their development and learning needs.

The curriculum is planned and differentiated to meet the range of individual needs of all pupils. The curriculum is further modified on a short term planning basis to meet specific individual's SEN including a clear pathway that illustrates and demonstrates the steps a pupil takes to overcome their exceptional challenges.

### **Evaluation of Provision**

We are committed to effective school self-evaluation as a basis for raising standards; this is paramount if we are to achieve our SEN policy. Our provision is evaluated in several ways:

- External evaluation e.g. by OFSTED
- Monitoring of individual progress across all areas of development and learning
- External accreditation results
- Attendance and exclusions
- Progress in terms of IEP targets
- Progress against success criteria, with a particular role for the Governing Body
- Regular review and evaluation of the whole school using scrutiny of work and monitoring of planning and visits by designated Governors
- Review of the work of individual staff members through performance management and Professional Review (this includes regular lesson observations and quality assurance of learning documentation such as IEPs, lessons plans and records of progress)

- Evaluation of other coordinated approaches to school self-evaluation, for example surveys of parents, listening carefully to pupils, which together with the information detailed above, will contribute to the production of a well-founded evaluation of our strengths and areas for improvement.

## Staffing Policies and Partnership Beyond Rainbow School

### In-Service Training on SEN

We are committed to supporting the continued professional development of all staff through appropriate in-service training.

Training is provided for individual members of staff to enable them to fulfil their role. This includes specialist training related to autism and associated language, communication and interaction difficulties. Training is provided for needs identified through monitoring of teaching and through Performance Management. The School is supportive of all staff who want to advance their general educational and ABA qualifications, through a range of CPD opportunities.

New members of staff or those changing their role will be supported by an established induction programme.

Whole school training will be provided to increase the knowledge and understanding of staff and to develop effective practice across the school, aligned to our school priorities.

### The Use of External Support Services and Agencies

Tram House School will have a range of its own specialist staff including Speech and Language Therapists, Occupational Therapists and Behavioural Specialists and will access other services through key relationships with placing Local Authorities.

We will cooperate closely with Social Care colleagues who support families, arrange respite care and also help in the transition from school. We will also work with Local Community Commissioning Groups in Health where appropriate and other community agencies who offer support and expertise to enrich our provision for pupils. High quality family support and training will be available.

### The Role of Parents

First and foremost, parents are a key part of the BeyondAutism Schools team to ensure that each pupil makes progress in their learning, has aspirational goals and is able to overcome additional challenges as they arise.

We welcome and encourage the participation of parents in Rainbow School and appreciate their help and support.

We believe in consulting and cooperating with parents in order to help all pupils to make optimum progress in all areas of their development. We follow an 'open door' policy which means that parents can approach the school whenever they have a concern and time will be made for them.

We value highly the contribution made by those governors who are parents, and we are grateful for the time and commitment that they give to the School.

Opportunities will be provided for parents/carers to come and work or observe their child in the school and social opportunities such as coffee mornings and special support groups will be organised.

Where parents have difficulties in attending School meetings about their children we will make every effort to make alternative arrangements.

There are formal opportunities for parents to meet with staff through the annual review processes and through progress review meetings. We will also operate home-school diaries or telephone contact systems wherever parents find this helpful, and we are happy to use ICT to keep in touch, for example sharing resources, pictures and information, through maintaining an up to date website, and distributing our newsletters electronically. The school also makes use of social media to keep parents informed of matters of interest.

We will ensure that parents are aware of other services that they can access locally that support and provide information and advice either formally as part of the SEN Code of Practice and the local offer or informally from local groups.

We will ensure that all information is provided to parents in a format that they can access and understand.

### [Links With Other Schools, and Arrangements for Managing the Transition of Pupils Between Schools or Between the School and the Next Stage of Life or Education](#)

We recognise that transition is likely to be particularly challenging for our pupils with autism and are committed to facilitating a smooth transition for all pupils joining or leaving the school. For pupils at Rainbow School detailed transition planning will take place which, as a minimum, is compliant with the requirements of the SEN Code of Practice.

We recognise that planning for transition needs to start early and consideration will be given to that from the moment the pupil is on roll. Learning will be planned to support transition and in the Year 9 annual review a Transition Plan will be drawn up to prepare for their move to adult life.

During the time the pupils are with us, we look for relevant opportunities to provide experiences in the community and, where appropriate a college environment, through a range of inclusion arrangements. These links not only strengthen our capacity to deliver a personalised curriculum, they will also lead to improved outcomes for our pupils transferring at post-19.

We will offer work experience placements and volunteering opportunities. We see this as an important link which provides valuable experience for both the volunteer and for our pupils.

### [Links with Child Health Services, Social Services and Educational Welfare Services and Any Voluntary Organisations](#)

In order to coordinate provision for a child with SEN, the school has links with a variety of outside agencies, such as: speech and language services, Education Welfare Office, occupational therapy, social services and educational psychologists.

We aim to develop the school as a base for interaction between agencies concerned with autism and also language and communication, and to build a centre of excellence, becoming the “go-to” organisation for service provision, information, training and research.

### The Voice of the Pupil

We will encourage pupils to participate in their learning by:

- Career and Pathway guidance (one-to-one interviews / career’s fair)
- Annual review / EHCP contributions
- Assemblies, through sharing awards and personal experiences / learning
- Voting on elements such as the John Petchey Award
- Through Manding (requesting) sessions – learning to request items (through new experiences)
- ASDAN Personal Progress / Personal Social Development encourage pupil voice
- Peer-to-peer marking during group sessions
- Capturing and contriving motivation for activities and items and then providing access to those things
- Preference Assessments
- Pupils that are able organise their own daily timetable schedules, choosing when they would like to do certain activities and lessons

### Handling Complaints and Concerns

We welcome feedback and will handle all complaints in line with our Complaints Policy.

Last review: May 2016

Date of next review: May 2019

Review Group: Full Governing Body