SEN Policy & Information Report

The Beech House School

Approved by:	Camilla McInnes
Last reviewed on:	June 2024
Next review due by:	June 2025

1. Aims

To provide a therapeutic approach to education, ensuring our young people reach their full potential. We provide a broad range of opportunities and experiences to help guide them into a positive future. We strive to build self-confidence which creates a safe and nurturing environment for our young people to learn. The Beech House School aims to assist the development of young people with SEMH needs. The school has been set up to support young people who have experienced adversity in their lives and are looked after children. They will generally have a Statements of SEN or an Education, Health and Care Plans. Admission is coordinated between the school, the residential home they reside in, the Virtual School and the Social Work team. To support our young people, we maximize opportunities to develop: a sense of belonging, self-esteem, communication skills, listening skills, emotional literacy, resilience, social and emotional aspects of learning, self-awareness, self-organization, independence, opportunities for taking responsibility and to take on a role outside of current expertise. We make opportunities for experiences and tasks that are challenging but achievable. We create opportunities for adults to model and facilitate positive interactions that enable young people to develop positive ideas about themselves and others. We take a 'positive unconditional regard' approach. 'Positive unconditional regard separates what a person has done in the past from the inherent value they possess. We have a high level of differentiation in behaviour management practice, so it is student specific and focuses on logical consequences as part of a stepped approach to behaviour management. We encourage a young person to freely express ideas and feelings, such as joy, sadness, frustration and fear, enabling a young person to develop strategies to cope with new, challenging or stressful situations. We involve a young person in identifying issues and finding solutions whilst encouraging them to think about issues from the viewpoint of others. We relate to the young person at their emotional/ social age rather than the chronological age.

This document will set out:

a) How our school will support and make provision for people with special educational needs (SEN)

b) The roles and responsibilities of everyone involved in providing for pupils with SEN

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 coordinators (SENCOs) and the SEN information report

3. Definitions

The majority of pupils at The Beech House School will have SEN. 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 the 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 children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Headteacher

The **Headteacher** is:

Camilla McInnes

camilla@cameronandco.org

+44 (0) 7884 063523

The headteacher will:

- Work with the Assistant Headteacher to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.2 The Service and Operations Manager

The **Service & Operations Manager** is:

Wayne Grey

wayne@cameronandco.org

Mobile: +44 (0) 7787 379873

4.3 The Assistant Head

02082247467 Ext 2

The Assistant Head will:

- Work with the Headteacher and governors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the Assistant Headteacher to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.
- Ensure they are working with the strategies outlined in EHCP's to promote best outcomes
- Work with the Assistant Headteacher to ensure Post 16 educational plans adequately meet the SEN needs of the child.

5. SEN information report

5.1 The kinds of SEN that are provided for

The Beech House School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, Speech and Language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Bipolar Disorder, Borderline Personality Disorder, Post Traumatic Stress Disorder (PTSD), Dissociative Identity Disorder (DID) etc
- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, Processing difficulties, Epilepsy, Non-Epileptic Attack Disorder (NEAD) etc
- Moderate/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Most of our pupils will arrive at The Beech House School with an EHCP.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational adjustments are required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and

their parents, carers and local authority. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils, residential home, school and social work team

All of our children at The Beech House School are looked after children. We will have an early discussion with the pupils and their current supporting team when identifying their needs, attainment levels and behaviors to determine whether The Beech House School and the residential home attached are able to cater for their needs. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- We consider the concerns of the parents', carers and all others involved
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

The class or subject teacher will work with the Assistant Headteacher to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services and Virtual Schools

The assessment will be reviewed regularly based on the assess, plan, do and review four part cycle.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents, carers, social work team and pupils which information will be shared as part of this.

All pupils entering Year 11 or joining us from Year 11 are encouraged to attend Post 16 career events where they will have opportunities to speak with potential employers, colleges and universities. They will be accompanied (where possible) by the Assistant Headteacher to at least 1 open evening where they will have the opportunity to understand this transition, expectations and the support available in this new setting. The Assistant Headteacher will contact the learning support team and give an accurate representation of their needs and requirements. The Assistant Headteacher will arrange for a bespoke induction (if required) for the child at their new school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We cater for small groups of pupils per classroom. Teachers form small teaching groups consisting of 2-4 children of a similar caliber. This enables teachers to focus on each pupil individually and understand their strengths and difficulties. Grouping children with other pupils of the same learning capacity brings a form of confidence to them too.

We believe increased praise and appreciation at The Beech House School is imperative within our approach to SEN pupils. We recognize that our children have experienced some form of trauma/neglect within their lives and use this to inform our practice. Raising optimal daily performance through appreciation and praise is at the heart of everything we do at The Beech House School.

5.7 Adaptations to the curriculum and learning environment.

We like our children to have their say when we decide on our curriculum overviews. We ensure children at The Beech House School have access to a broad range of subjects including personal interests. This could range from AQA Unit Awards in Construction, Psychology, Cooking, Sports etc. This is timetabled alongside core subjects.

Our classroom sizes are small, which enables us to monitor sensory issues faced by our students. We use a PACE approach to teaching which we as a school strongly believe contributes to a child's recovery from trauma. We strive to use light-heartedness within our pedagogy, creating a safe and reassuring atmosphere where no one feels judged and children are inspired to cope with positive feelings. We encourage acceptance of inner turmoil, and to not feel ashamed of this. Children become more aware of their inner self through curiosity, without the explicit expectation of a response or answer. Through this, our pupils are able to name their thoughts and emotions as and when they feel them. At The Beech House School, we believe in being emotionally available during times of distress and difficulty, enabling children to feel they are not alone.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 1 Teaching Assistant who will support pupils on a 1:1 basis when additional support is

needed.

Teaching Assistant will support pupils in small groups to support in key vocabulary and recap of prior learning, particularly for students who have a poor working memory.

As well as the above, pupils will have a range of input from teaching staff, support staff and the head of school.

5.9 Expertise and training of staff

Our Head Teacher is a qualified therapist whose vision is to establish secure attachments with all staff across the homes and school through PACE.

Our Assistant Headteacher is a qualified teacher with a background in psychology.

In the last academic year, all staff have been trained in Autism, PACE, Emotional literacy, Team Teach including access to CPD training on subject expertise via The National College. Coupled with regular updates on the essential training such as safeguarding, prevent, first aid, fire safety.

Generally, our teachers are subject specialists with experience working with SEN pupils.

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing the impact of interventions (subject to attendance) at the end of each half term
- Using pupil questionnaires monitored by the Assistant Head
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans by the Assistant Head
- Holding PEP meetings to review pupils' individual progress towards their Smart Targets and goals each term
- Use of progression maps and key performance indicators to measure progress across the curriculum.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on all trips

All pupils are encouraged to take part in sports day/school charity events/special workshops and work experience. No pupils is ever excluded from taking part in these activities because of their SEN or disability.

Each child will have a bespoke risk assessment produced for the appropriate scenario/activity.

We strive to ensure no pupils are ever excluded from taking part in these activities because of their SEN or disability. However, depending on the level of risk to themselves or others, a decision may be made according to their risk assessments to ensure all pupils and staff remain safe at all times.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of local clubs around the area to promote teamwork/building friendships with peers their own age and with similar interests.

  We have a zero-tolerance approach to bullying.

  Children have weekly therapy and wellbeing sessions with our fulltime qualified onsite therapist.

All children have a weekly Pastoral Meeting with our Assistant Headteacher to discuss how they are coping or this can be used as an opportunity to discuss any current challenges faced. Children are also aware that they are able to speak with the Pastoral Lead or request a meeting should they feel they would like to discuss any areas of concern.

The residential home and the school, work closely together when addressing any peer relationship issues including any other SEMH concerns.

5.13 Working with other agencies

Following services and agencies work alongside The Beech House School:

- Local Authority Support Services (SEND Case Officer)
- CAMHS
- Art Therapist Weekly in the residential care home
- Youth Offending Team Interventions
- Educational Psychologists from Local Authorities
- Catch 22

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher or Assistant Headteacher in the first instance. They will then be referred to the school's complaints policy.

5.15 Contact details for raising concerns

Wayne Grey – Service and Operations Manager

Wayne@cameronandco.org

+44 (0)7787 379873

Camilla McInnes - Headteacher

Camilla@cameronandco.org

+44 (0)7884 063523

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and Assistant Head **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 board.

7. Links with other policies and documents

This policy links to the following documents:

- Behaviour / Positive Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Entry & Exit Criteria