

SEND Policy

Inscape House School



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1. Aims

Inscape House School is a non – maintained, specialist, charity run educational provision for students with complex and severe autistic spectrum conditions (ASC) and is accredited by The National Autistic Society (NAS). Intake is of mixed gender and has provision for ages 5 to 19.

It is a school to which local authorities(LAs) can refer students for assessment at the request of their families. This may be because their current school is not able to meet the needs of the child/young person. LA's provide the funding to the trust.

This school accommodates and provides education for children with sensory, language and social communication difficulties, all of whom require a curriculum which accommodates their individual learning difficulties. While each student served by Inscape House is unique, they share a common pattern of difficulties characteristic of what has become known as the 'autism spectrum'.

To accommodate need we have identified academic pathways for the students. The pathways are not age related, run across the key stages, and relate to student need. They are divided into 4 levels (Champions, Explorers, Adventures and Pioneers), with pathway 1 (Champions) accommodating the most dependent learners, who require Augmentative Alternative Communication (AAC), whilst the most independent, academically able learners follow the level 4 pathway (Pioneers). Pathways 3 (Adventurers) & 4 (Pioneers) allow access to a curriculum delivering levels 1 and 2 qualifications, which can begin at KS4.

Some of our students join the school midway through the year or key stage from key stages 1 to 5 (Post 16), sometimes having missed much of their education. All students have SEND and arrive with an EHCP which includes reference to sensory processing, speech and language difficulties and a diagnosis of ASC.

Inscape House School's Vision

Together we learn, grow and succeed. Together we conquer barriers and surpass expectations.

Inscape House School's Mission

Together we provide opportunities to promote independence and teach life-changing skills; we engage, we support and we motivate to equip our unique young people to face life's challenges.

We aim to achieve our vision with a holistic in approach. We offer access to the curriculum enabled by therapeutic practices of Occupational Therapy (OT) and Speech and Language Therapists (SaLT). Our multi-agency staff also utilise specialist teachers, counsellors and support staff, including 1 -1 support where required.

We are committed to supporting the continued professional development of all staff through appropriate in-service training and as such we provide extensive staff training and development to support the wide range of needs of our students.

Everything we do is needs-based. We have the resources and specialist skills to create bespoke learning programmes to best meet pupil needs.

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 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 and colleges.

4. Roles and responsibilities

4.1 The SENCO (Joanne Verso)

At Inscape House School, the SENCO works with the Headteacher who ultimately leads, working with the Senior Leadership Team and Wider Leadership Team (Pastoral Lead, Admission and Transitions Lead, PBS Lead and the Therapy Leads) and all are responsible for the coordination of SEND.

This team will:

- Work collaboratively 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 our pupils and the requirements outlined in 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 deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Ensure appropriate resources are provided.
- 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.

4.2 The governors at Inscape House

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.

- › Work with the headteacher and the extended leadership team to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The headteacher will:

- › Work with the senior and wider leadership teams and governors 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.

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any education assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- › Work with the wider leadership team to review each pupil's progress and development and decide on any changes to provision.
- › Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

Inscape House school currently provides provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › 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/profound and multiple learning difficulties

5.2 Consulting and involving pupils and parents.

We ensure:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- › We take into account the parents' concerns.
- › Everyone understands the agreed outcomes sought for the child/young person.
- › Everyone is clear on what the next steps are for the child/young person.

5.3 Assessing and reviewing pupils' progress towards outcomes.

Inscape House embraces a child centered approach.

The individual special educational needs of the students are outlined in their EHCP and these include clear educational objectives. The schools will use these objectives in order to plan appropriate educational provision for each student.

All EHCPs 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 phase leader, the class teacher, relevant allocated therapy staff, parents/carers, and relevant outside agencies are present at each review meeting.

We also encourage the involvement of pupils in their own reviews.

The calendar for the annual review of students' EHCPs is drawn up at the start of each academic year by the senior leadership team. The calendar is circulated to all 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 EHCP 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 action plan for each student. Progress towards targets is reviewed regularly and they are amended as appropriate throughout the school year.

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.

5.4 Pupil Progress Meetings

The progress of these objectives, strategies and approaches will be reviewed regularly at additional, termly Pupil Progress reviews led by the Head of Phase/Department.

- › The teacher's assessment and experience of the pupil.
- › Their previous attainment or behaviour progress.
- › Other teachers' assessments, where relevant.
- › Advice from pastoral and therapeutic leads.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

Inscape House school has detailed transition planning which is compliant with the requirements of the SEN Code of Practice.

Learning is planned to support transition and in each annual review, transition is discussed. The plan for transition will be agreed to prepare for their move to the next Key Stage Phase or leaving the school to move on to Post 16 education and from then, to a social care package, college, training or employment.

During the time that students are with us we look for relevant opportunities to provide experiences in the community, and where appropriate, a college environment and/or work experience.

We aim to provide positive outcomes for our students' transition by organising supported visits to new environments before they move on independently.

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.

5.7 Adaptations to the curriculum and learning environment.

At Inscape House school we offer a range of specialist facilities. We make the following adaptations to ensure all pupils' needs are met:

- › Small classes often with 1-to-1 or 2 – 1 adult/pupil ratio as required.
- › Staff team with specialist additional qualifications.
- › A team of skilled and committed support staff, who have undertaken specialist training.
- › School organisation and approaches to teaching and learning designed to take account of the particular characteristics of students with autism and associated language, communication and interaction difficulties, reflecting a range of evidence-based approaches.
- › Access to a curriculum appropriate to age, needs and abilities, including for some pupils a modified or bespoke National Curriculum and a particular emphasis on social interaction and communication skills.
- › 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.
- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, bespoke differentiation, 1:1 work, teaching style, content of the lesson, employing tried and tested techniques such as Attention Autism.
- › Reviewing and 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.

We aim to provide 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.

Decisions about the allocation of resources to pupils will be guided by the provision specified for individual need in their EHCP.

5.8 Additional support for learning

At Inscape House school have a range of its own specialist staff including Speech and Language Therapists, Occupational Therapists and Behavioural Specialists (Positive Behaviour Support – PBS), and will access other services through key relationships with placing Local Authorities.

All our on-site staff are trained to deliver interventions PROACT-SCIPr-UK® (PBS) which is a values-based approach with an emphasis on being proactive – getting it right for the person, rather than being reactive or responding to an episode of challenging behaviour. The aim is to raise the person's self-esteem, improve quality of life, empower them and enable them to live a more independent and fulfilling lifestyle.

We also provide a range additional therapeutic support. All details can be found on the Together Trust website:

<https://www.togethertrust.org.uk/inscape-house-school/therapy-support>

5.9 Expertise and training of staff

All our Occupational Therapists are members of the Royal College of Occupational Therapists (RCOT) and are registered with the Health and Care Professions Council (HCPC).

All our Speech and Language Therapists are members of the Royal College of Speech and Language Therapists (RCSLT) and are registered with the Health and Care Professions Council (HCPC).

We have a team of more than eighty education assistants, including a number of senior education assistants who are trained to deliver SEN provision. They provide support for the students allowing them to access education and therapy.

New staff have a cohesive induction programme of training and all staff have annual refresher training in:

- PROACT-SCIPr-UK®

- Safeguarding (including Prevent, CSE, FGM, E-safety)
- Autism
- Health and Safety
- GDPR
- Equality and Diversity

We use specialist staff for some subjects such as Science, Art and Computing. Many staff are trained to deliver specific interventions such as Attention Autism and Intensive Interaction.

5.10 Securing equipment and facilities

If, through therapy assessment or if it has been included in a student's EHCP, any student requires specific equipment, this is provided by the school. Examples include adaptations such as ball chairs and writing slopes but could also include specialist chairs to support core strength and posture.

We have ASC friendly sensory rooms in each phase around our school building. These spaces support students to self-regulate through supporting a student's sensory diet.

Students can be referred to our Play Therapist or School Counsellor to support their mental health and/or they may access a Nurture intervention which provide play and learning opportunities to support their emotional well-being.

Gym and swimming facilities are accessed in the community by many students.

5.11 Evaluating the effectiveness of SEN provision

Inscape House school's Quality Improvement Plan provides a road map that establishes what our school needs to focus on to continue to improve student achievement. It allows us to review and evaluate our progress and shows how and when any amendments and improvements will be made.

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

- Reviewing pupils' individual progress towards their goals each term through pupil progress meetings.
- Reviewing the impact of interventions after an agreed-on period of time.
- Using pupil questionnaires.
- Use of staff questionnaires.
- Use of parent/carer questionnaires.
- Monitoring by the senior leadership team.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.
- The facilities we provide to help disabled pupils access the school.
- Our Accessibility Plan can requested from the School Business Manager:

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 the book club to promote teamwork/building friendships
- Group activities in school and off site.

- › Access to mental and emotional health support from Paly Therapist, School Counsellor and/or Nurture interventions.
- › Work experience
- › Regular phase assemblies

We have a zero tolerance approach to bullying.

Our bullying policy can be found on the Together Trust's website:

<https://www.togethertrust.org.uk/inscape-house-school/policies>

5.13 Working with other agencies

Inscape House School maintain regular and positive communication with external agencies also working to support our young people and their families. These can include community health services, social workers and LA SEND case workers. Effective multi-agency working is central to successful outcomes for our young people.

5.14 Complaints about SEN provision

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Inscape House school's complaints and compliments procedures policy can be found on the Together Trust's website:

<https://www.togethertrust.org.uk/inscape-house-school/policies>

5.15 Contact details of support services for parents of pupils with SEN

As our students come from a variety of local authorities, contact details will depend on the home address of the student. Parents can contact school for advice and support on how to access these additional LA services. They can also refer to their LA 'Local Offer'

5.16 Contact details for raising concerns

Sara Bayley – Headteacher

Richard Nancollis – Head of Post 16

Hannah Stollar – Head of upper School (KS4)

Helen Pechey – Head of Middle school (KS3)

Phil Gibbons – Head of Lower School (KS1 & 2)

Tel: 0161 283 4750

E-mail: inscape.admin@togethertrust.org.uk

5.17 The local authority local offer

Our contribution to the local offer is can be found on each local authority website.

Our local authority's local offer is published on our website.

6. Monitoring arrangements

This policy and information report will be reviewed by Joanne Verso (SENCO) **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

All published polices can be downloaded from the Together Trust website:

<https://www.togethertrust.org.uk/inscape-house-school/policies>

All policies are available on request.