



Overley Hall School

Curriculum Policy

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1. This policy should be read in conjunction with the Overley Hall School mission statement and Autistic Spectrum Condition policy which outlines the vision, aims, roles and responsibilities of the school.

1.1 This statement is available to parents upon request in hard copy form or it can be located on the school website www.overleyhall.com

1.2 The Curriculum Policy seeks to support the schools objectives of helping each young person to achieve their full potential academically, socially, behaviourally and emotionally. This policy promotes fundamental British values of democracy, the rule of law, individual liberty and tolerances of those with different faiths and beliefs. The policy promotes the development of an ethos of mutual respect, cultural respect and diversity. Overley Hall believes in providing a holistic education opportunity with the aim of reducing the anxiety of its young people through a combination of flexible curriculum design, regular assessment, accurate target setting, and a curriculum delivered with a therapeutic approach. We aim to nurture interests, strengths and the individual needs of students through providing a person-centred curriculum in conjunction with young people, parents and involved professionals. Overley Hall aims to encourage individuality and making learning motivating and fun. By providing a therapeutic community which nurtures and develops the whole person and a reflective ethos, young people will be given the opportunity to thrive. Overley Hall has high expectation of its young people and aims to reach each students full potential academically, socially and vocationally but also to develop needs specifically linked to individual diagnosis, which may include communication skills, social interactive skills, social imagination, living and life skills, through a the seamless continuous provision. We believe that we will support our students to a greater level of independence and a better future quality of life.

1.3 The Curriculum policy supports the frame-work of Overley Hall School as being a school for young people on the autistic spectrum who have associated learning or emotional difficulties and who all benefit from the high level of support and structure of the curriculum.

1.4 It actively promotes the principles of individual human worth, respecting diversity and helping the development of self-control. This policy supports a holistic approach, aiming to raise self-esteem, reduce anxieties, and provide strategy for success

1.5 The curriculum abides by guidance set out in section 84 of the Education Act 2002.

2 Overley Hall School aims to develop in its young people:

- 2.1 Self-esteem, self-worth and self-confidence and individuality
- 2.2 Emotional well-being
- 2.2 Social interaction & communication skills
- 2.3 Knowledge and understanding
- 2.4 Ability to better communicate
- 2.5 An improved ability to cope back in mainstream family life
- 2.6 Reflective skills
- 2.7. Independent thinking skills
- 2.8 A willingness to apply themselves to learning situations
- 2.9 A sense of enquiry and ability to question and investigate through practical hands on means and active minds
- 2.10 Creativity, critical awareness and sensitivity
- 2.11 The ability to work as a member of a team or be tolerant of group work
- 2.12 Strategies and skills to be more successful in society including opportunities to develop organisational skills
- 2.13 Problem solving technique
- 2.14 Tolerance of others, accepting of differences and an acceptance that others can have opinions
- 2.15 Self-control
- 2.16 Literacy, numeracy and competence in the use of information technology
- 2.17 Strengths, interests and skills relevant to adult life and employment & working towards independence in a changing world
- 2.18 Trust in themselves and others
- 2.19 Appropriate moral and spiritual values including tolerance and respect for others
- 2.20 An ability to recognise their own achievements as well as others in school and beyond
- 2.21 Empathy skills
- 2.22 Physical wellbeing

3 The aims of the curriculum at Overley Hall are to develop:

3.1 Curriculum programmes which are broad and balanced and follow the guide lines of the National Curriculum and Key Stage, but pay careful consideration to developmental and cognitive abilities, differentiating content carefully to make sessions meaningful and provide learning opportunity. The curriculum provides academic, mathematical, scientific technological, creative, linguistic physical, vocational, spiritual, social, aesthetic, vocational and emotional development opportunities. This policy promotes the provision to provide opportunity to place emphasis on the development of speaking, listening, literacy and numeracy skills.

3.2 Academic, social and vocational programmes which are progressive and which culminate in internal and external accreditation. Programmes are accessible yet challenging and set with high expectations of young people.

3.4 Opportunities to develop experience in 'real life' situations and nurture a sense of belonging by developing programmes which develop young people's sense of community, both internally and externally with much learning taking place in local communities such as Wellington, Telford and Shrewsbury. Such experience offers opportunity to develop numeracy and literacy skills. Overley Hall promotes work experience which may begin in the 'safe' and familiar grounds/premises of Overley Hall and lead onto external placements at a time when young people can better cope with the challenges of working alongside others in less familiar environments with, and eventually without support.

3.5 Inclusive opportunities, and actively encourages key stage 5 students to attend external provisions such as Shrewsbury and Telford College creating real life social situations and broadening experience and opportunity to gain additional skills and qualifications.

3.6 Opportunity to develop their problem solving skills and independent thinking. Such skills are provided by setting up opportunities within the educational day to promote independent thinking. Children will be encouraged to take part in mini projects such as setting up cafés and working within a selected role. Overley Hall believes in offering its students opportunities to develop independent thinking skills through work experience opportunity and providing real life situations within the community. All students in Key stage 4 and 5 are supported within the Overley Hall environment undertake work experience which may be linked to their interests and skills. When it is felt that students are able to with stand the pressures of work experience, following instructions given by less familiar people and in a less familiar environments, then Overley Hall will provide placements of tailored to interest, skills and aspirations of varying lengths. Students are also encouraged and supported in college wherever possible to provide opportunity to develop their communication, social skills, vocational skills and opportunity to become less prompt dependent and more independent.

3.7 Flexible programmes which are developed from the young person's needs and presentation and very much focus on the Educational Statement of Need and individual education plan in the creation of their content. This will appear as a subject which is timetabled and named Person Centred Development (PCD).

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3.8 Programmes which recognise individuality in ability and learning style. Providing content through a format which motivates and that young people can access. Providing programs of learning which build on previous

3.9 Knowledge and skills that will challenge without raising anxiety. Learning experiences which work within each young person's zone of proximal development, providing whatever scaffolding is necessary for success and progression to occur. To gain accreditation to the highest level.

3.10 Opportunity to help develop relationships with adults and peers. A curriculum which provides opportunity to develop trust in adults and confidence in others and self.

3.11 Opportunity to learn and practice independent living skills accredited through AQA Unit Awards and Foundation Learning.

3.12 A curriculum which is progressive in its design and actively promotes success.

3.13 A cross curricular approach wherever possible which is motivating and adds flexibility to be able to investigate areas of interest

3.14 Young people with time to explore personal interests with a structured, holistic and multisensory approach

3.15 A highly structured design to offer maximum comfort from its young people.

3.16 Moral, spiritual and multi-cultural themes which are investigated thoroughly through the curriculum.

3.17 Individual programs, delivered in a 1:1 setting, unless to encourage social skills and then may be delivered through group gatherings.

3.18 A therapeutic approach in delivery of the curriculum. Additional therapeutic input is dependent on need. We may offer speech and language therapy, occupational therapy, hydrotherapy, or therapeutic dance, music, art and therapeutic outdoor learning. For our harder to reach students, staff will use approaches such as intensive Interaction and elements of TEACCH.

3.19 A curriculum which meets the needs of the children creatively. One such way is through Forest School which mostly takes place in the beautiful woodland environment within which Overley Hall is situated. Forest school also is the perfect way to enhance learning across the curriculum. Pupils can learn in a less restrictive environment great for those who may have tendency to be affected by high levels of anxiety. Pupils do benefit from the multisensory, open-air setting, anxiety.

3.20 Design which promotes enrichment opportunities, offering a rolling programme of theme days which helps develop multicultural awareness, humanities, and linguistic skills.

3.21 A design which is person-centred for young people but also developed to harness and capitalise on the strengths and interests of the staff, creating a positive ethos and milieu.

4 Curriculum principles

4.1 Entitlement

4.2 Overley Hall School is committed to the principle that all young people regardless of ability, need, race or cultural background have a right to the highest quality of education and support we can provide.

4.3 We ensure:-

4.31 An individual broad and balanced curriculum led by a detailed individual education plan for all,

4.32 Appropriate levels of expectation and genuine challenge based on extensive individual assessment,

4.32a A flexible approach which aims to match teaching delivery to individual learning styles.

4.32c To provide a holistic, therapeutic approach for maximum progression,

4.32b Relevance, continuity and progression in learning,

4.4 Opportunity for young people to progress in academic, personal and social domains:

4.4a By providing courses of study tailored to the needs, interests and aspirations of our young people through discrete, cross curricular or sometimes theme based programmes. Many features of the curriculum are common to all students but the support and scaffolding is individual. None of our young people are denied access to any part of the curriculum on grounds of ability,

4.4b That students in Key stage 2, 3, 4 and 5 receive religious education. We follow the Shropshire SACRE agreed syllabus from which we deliver

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meaningful programmes of study. Our religious experience opportunities are delivered through our daily reflective meetings, scheduled sessions and a programme of theme days. We welcome our local Reverend Dr Chantry from

St Peter's Church at Wrockwardine to deliver services both at school and at the church at festive times of the year,

4.4c That key stage 2 students will receive their statutory subjects such as: art and design, design technology, English, geography, history, information and communication technology, mathematics, music, physical education and science,

4.4d That students working within Key Stage 3 will receive: Art & design, citizenship, design and technology, English, geography, history, Information and communication technology, mathematics, modern foreign languages, music, physical education and science,

4.4e That students of Secondary age are provided with sex education unless they are withdraw by parents and that students Sexual Health and relationship guidance is provided through PSHE, PCD, a rolling programme and by individual learning mentors (see Sexual Health Policy),

4.4f That students working within Key Stage 4 study a mix of compulsory subjects (core and foundation) and, if they so elect, a course of study in a subject within each of four entitlement areas. The compulsory (core) subjects being: Mathematics, English and science. The Foundation subjects being ICT, PE, Citizenship. Students will be helped to reach their potential and study towards the highest possible qualification in the above including science. Students will also be supported to choose courses of accredited study which will lead to a qualification in each of the entitlement areas: arts, design & technology, humanities and modern foreign language. It may be found that some of our students may accumulate units within Edexcel foundation learning from across the entitlement areas to culminate in the gaining of one larger qualification Diploma in Personal Progress,

4.4g To personal wellbeing, sex and relationship and drugs education will be provided through morning meetings, PSHE, PCD and a rolling programme to enrich the curriculum,

4.4h Students are provided with opportunities to develop economic wellbeing and financial capability through planned programmes of study and mini-enterprise opportunities,

4.4i To feel safe and are supported by a zero-tolerance to bullying (see anti-bullying policy). There are also four active child protection officers in place here at Overley Hall,

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4.4j That students will receive access to independent and impartial careers guidance and that Overley Hall will work in partnership with external and expert careers providers to ensure that our students get good advice on the

range of post 16 and 19 option. The curriculum will also provide a rolling programme of opportunity to receive careers guidance,

4.4k Courses selected will be approved by the Secretary of State for the purposes of section 96 of the Learning and Skills Act 2000.

5.0 Access

This policy should also be read in conjunction with the School Development & Access Plan and Policy

5.1 The principles above present us with a responsibility to find ways of ensuring that our young people are engaging in learning, motivated and able to succeed. Education staff are expected to ensure that young people who are having difficulty or becoming de-motivated are identified early and provided with appropriate support, encouragement and different teaching styles and work so that they may continue to participate at the most appropriate level for them. This may mean their curriculum design and plan is altered to enable them to be successful. Although we strive to engage our young people in their learning as much as possible, we will always put their emotional state first as if this is not right, progress if any, may be limited and is certainly not constructive to reaching maximum potential. Our young people have the right to access a happy and positive experience in the learning environment and all staff at Overley Hall are expected to provide an unconditional positive experience for every young person with unconditional acceptance. Young people will access their curriculum by offering strategies and systems appropriate for each student.

5.2 Grouping are mixed, but for some core subjects, groupings are ability biased.

5.3 All students are entitled to a full curriculum but some may receive some of their subjects via a cross curricular or theme based curriculum design.

5.4 To help our pupils to better access the curriculum and learning which will ensure progressions it is vital their individual needs must be met. Areas we need to help support the development of include:

- Communications – both receptive, expressive and social
- Social interaction
- Attention and focus, concentration span
- Following instructions
- Self-regulation skills
- Reduction of anxiety levels

Student who require the development of the above will undertake a number of assessments (Speech and Language, Occupational therapy, Psychological,

Autism, Social communication & emotional transactional assessment (SCERTS), academic) from which the following will be created an:

1. Autistic Spectrum Condition Plan or Therapeutic Plan
2. Comprehensive Autism Planning Schedule which will be assessed through 'goal attainment scoring' (GAS)

Consistency of approach will be attained by holding 'progress meetings' which will include parents/guardians/social workers/care therapists and education staff.

6 Expectations of staff

6.1 It is expected that staff put principles into practice. Staff are expected to actively promote and seek to secure the curriculum aims.

6.2 Staff should:

6.21 Have high but realistic expectation of young people

6.22 Have a flexible approach to teaching and a willingness and ability to match teaching methods to learning styles of each individual

6.23 Respect our young people and their individuality and provide the necessary scaffolding to enable them to succeed

6.24 Allow individual education plans (IEP) to support planning and drive education planning forward

6.25 Follow the principles specified within our Autistic Spectrum Condition policy to enhance practice

6.26 Develop curricular plans which are individual based and informed by previous assessment. Planning should demonstrate progression and continuity to show how the needs of young people are being addressed as well as how the aspects of the national curriculum being covered

6.27 Serve as good role models. Endeavouring to be regarded as using appropriate social communication, humour, adopting empathic behaviour management and being fair and consistent in their approach. Education staff should endeavour to be seen to be sociable, using appropriate humour (excluding sarcasm and irony), be polite and well mannered. Communicate

effectively using methods which will enable young people to understand and be able to respond as much as is possible

6.28 Encourage, reward and value achievement and effort, both formally and informally through praise in the learning environment

6.29 Provide work that meets needs and aspirations guided by a long term curriculum plan which offers both depth and challenge and which motivates and inspires the young people

6.30 Work in partnership with authorities and parents/guardians, assess, record and report to create good relationships, from which the young people will indirectly benefit, in-line with Overley Hall procedure, regularly informing them about their young people's progress, achievements or concerns on a regular basis

6.31 Involve the learner in the process of learning by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging self-evaluation using after school reflection meetings and end of week awards celebrations to allow the young person to celebrate their efforts and achievements

6.32 Use assessment and reflection to inform future planning

6.33 Contribute to placement plans and IEP targets on a monthly basis to help monitor the effectiveness of strategies and set appropriate and meaningful targets

6.34 Contribute to review reports and IEP assessments on a regular and specified basis

6.35 Plan lessons which will bring about learning and which are motivational and which will help young people to develop holistically

6.36 Provide the necessary support strategies and resources to allow our young people to access and contribute during communication,

6.37 Be supported my management through training, guidance, discussion and encouragement. They should be given termly observations & feedback and performance management to achieve and meet the management's high expectations.

6.38 *Share in the vision* of the leadership and management and feel part of the pathway to outstanding.

7 Curriculum Structure

7.1 The school operates a nine period day, each session lasting thirty minutes, providing a 45 period week. We have three periods in the morning,

followed by a further two periods before lunch. After lunch there are three periods before ending the day with a reflective period. Our students are given a short break and then encouraged to attend a one of a number of one hour extra-curricular clubs. Clubs are varied utilising staff strengths and interests from both education and house, but each week young people are offered sensory art and literacy development opportunities such as tactile story telling. We have a one and a half hour lunch break, but again young people are provided with opportunities to play, relax, or develop their interests and strengths. The beginning and end to our day is highly structured and planned to help young people prepare themselves for the transitions both into education and at the end of day into house. We begin our day with a morning meeting of fifteen minutes or more and a whole school reflection period at 15:15 which lasts approximately fifteen minutes.

7.2 We value our morning meeting as it is an opportunity to present a planned programme to our students as small groups, helping all to become involved. Themes are delivered which are often elaborated on during class throughout the day. They provide opportunity to develop social skills as well as moral, spiritual, multi-cultural, citizenship & personal, social, religious and health education. Our reflective meetings are a time of reflection & celebration, but also an opportunity for staff including some evening staff to share each young person's success plus an opportunity for them to get a feel for how their day has been, therefore being better prepared for the evening.

7.3 This means that the total teaching time per week is:

7.4 Teaching time: 22 hours 30 minutes

7.5 Extra-curricular clubs: 4.00 hours

7.6 Continuous curriculum across the 24 hour period

7.7 This means that teaching time which includes morning and evening meetings (reflective assemblies) and sessions is 26.30 hours per week in-line with government recommendations for Key stage 4 and in excess of those for Key stage 3.

7.8 The structure includes a two week timetable (A & B), to be able to maximise opportunity. Each day commences in the same way and finishes with the same structure. Each week ends with an Award Ceremony and is usually focussed on a theme which has been running throughout the week.

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7.9 All students will benefit from a rolling programme of the following subjects to enhance their learning opportunity here at Overley Hall:

7.91 Modern foreign language & multicultural experience, humanities, careers, religious education, outdoor cross curricular learning, personal social health & citizenship learning, mini-enterprise & vocational experience, drama and literacy.

7.92 Daily opportunities will be given to develop young people's independent thinking and will be provided with opportunities to problem solve. The staff will be solution focussed in their approach.

8 Key stage 2 and 3.

8.1 Pupils will study:-

- 8.1a English/Literacy
- 8.1b Maths/Numeracy
- 8.1c Science
- 8.1d Humanities which includes geography, history, religious education
- 8.1e Art, craft & Design
- 8.1f Physical Education, which includes: Therapeutic & cross curricular outdoor learning, gym, hydrotherapy, dance therapy, swimming, horse riding, tag rugby, games, cycling
- 8.1g Music which may include a therapeutic approach or towards accreditation
- 8.1h Religious Education
- 8.1i Personal, Social, Health education
- 8.1j Communication which may be to help address general communication differences, speech and language, social interactive skills through strategies highlighted in IEP's, life skills and independent living programmes, therapeutic art,
- 8.1k Citizenship
- 8.1l Modern Foreign Language
- 8.1m ICT
- 8.1n D & T – Food Technology
- 8.1o The Project Qualification which is an opportunity for a young person to pursue an interest and gain accreditation
- 8.1p Enterprise
- 8.1q Person Centred Development (PCD) which addresses the needs of the young people and is specifically linked to supporting progress linked to the statement of need objectives, led by trained therapists
- 8.1r Time allocations vary from student to student depending on their needs.

9 Key stage 4

9.1 At key stage 4, individuality is considered greatly. Aspirations, strengths and needs are carefully considered to develop a curriculum which will motivate, fulfil requirements and provide the necessary knowledge and skills to take them on to higher education, work and semi or total independent living.

9.2 Beyond Overley Hall each individual young person is provided with their individual options and their preferences are taken into consideration and discussed at the transitions review in year 9.

9.3 Our small pupil intake and our 1:1 teaching enables each student to follow their own pathway preferences and so 'traditional options' are not used universally. A 'tailor-made curriculum' for each student, with as much input from the student as possible is created. The content is dependent on ability, needs, aspirations, interests and requirements.

10 The common core comprises:-

Social skills (PCD) accredited by- AQA Unit Awards
English accredited through: Foundation Learning (F/L),
BTEC Award Communication, AQA Unit Awards;
Mathematics: Edexcel, (F/L) BTEC Award in Mathematics, AQA Unit Award;
D & T Food Technology/L BTEC Certificate/Diploma in Personal Progress,
BTEC Award in Home, AQA Unit Awards
Science: AQA Unit Award;
Humanities: AQA Unit Award;
Modern Foreign Language: AQA Unit Awards;
Work Related: AQA Unit Awards;
Work Experience: F/L Award/Certificate/Diploma in Personal, Progress AQA
Unit Awards;
Physical Education: F/L Award/Certificate/Diploma in Personal, Progress AQA
Unit Awards;
Multi-Cultural Program of Study: AQA Unit Award
Personal, Social, Health, Personal Progress
Citizenship: F/L BTEC in Personal Progress
Independent Living: AQA Unit Awards
I.C.T: BTEC Award in ICT, AQA Unit Awards.

With choices of additional study in:-

Art & Design: F/L BTEC in Art and Design

College placements – Environmental Studies, Personal Progress, Drama
Performing Arts, Music, Art, or any other chosen subject

It is essential that students have a broad and balanced curriculum but one which meets their needs and aspirations and does not over burden. The level to which each subject is studied will be dependent on ability which may also determine the amount of time allocated to the subject.

11 Key Stage 5

11.1 This will be dependent on needs, aspirations, ability and interests. Young people may enrol at a college, or be in-house educated, or indeed a mixture of the two. Where ever possible our young people will continue to receive tuition in literacy, Numeracy, personal, social and health education, citizenship and I.C.T. They will also follow work related and independent living / life skills programmes. All studies will be accredited where ever possible.

11.2 Young people may attend college and follow Entry Level, level 1, 2 or 3 courses in subjects such as performing arts and air cabin crew, or first diploma in ICT depending on aspirations. These young people may also do Awards in communication and application of numbers.

11.3 All young people will be encouraged and supported in work placements to help develop the necessary skills and experience to gain and maintain suitable employment for life beyond Overley Hall.

11.4 We are extremely flexible as to what young people do and most will be supported in an appropriate college placement, however *all young people* will be supported to improve their:

11.4a Independent living skills

11.4b Social communication skills

11.4c Social interaction skills

11.4d Life skills

11.4e Work based skills

11.4f Ability to plan and organise

11.4g Basic numeracy and literacy particularly related to independent living and will work towards adult literacy and numeracy qualifications at either level I, II, III.

11.4h Work experience

12 Curriculum Matters

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12.1 To maximise potential the curriculum endeavours to provide 1:1 opportunity in Maths/Numeracy, English/Literacy, Science, Humanities, Food Technology (KS3), Communication, I.C.T., any therapeutic work and Work

Experience/work related. Wherever possible in the above subjects Overley Hall will endeavour to offer 1:1 support to maximise potential.

12.2a Small groups may be more appropriate for subjects such as Art, PSH & Citizenship, Music, PSHE, and MFL.

12.2b Upon admission to the school, individual pupils may not yet have the skills to attend for even short periods of time, they may not yet interact reciprocally which makes it extremely difficult to access educational learning. It is essential we support the development of such skills otherwise these young people may remain or become even more isolated and quality of life may be limited. Such children will be introduced to a 'Developmental Curriculum', which aims to develop attention and interactive skills. This type of curriculum is to be used to help initiate development onto the National Curriculum. Our main focus is on providing a nurturing approach. This scaffolding curriculum, rooted in psychological principles is based on four dimensions:

- Structure
- Engagement
- Nurture
- Challenge

(Adapted from Theraplay 2010)

Milestones will be set through the Social Communication & Emotional Regulatory Transactional Support (SCERTS) framework and through the setting of Comprehensive Autism Planning Schedule targets which are assessed through goal attainment scoring (GAS). See appendix 1a for Developmental Curriculum.

12.3 Larger groups (made up of young people and staff for some aspects of PSHE, supporting literacy sessions such as Boogie Mites, Letters and Sounds, Physical Education, Drama, Forest School, Reflection Periods which promote social Interaction & Enterprise.

12.4 Staff may need to consider if a student may benefit from work which is:-

12.4a Project based

12.4b Theme based

12.4c Discrete subject timetabled and taught

12.4d Student initiated

12.4e Enquiry based

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12.4f Subject led i.e. work all done through possibly ICT or through an interest such as machines and plan accordingly;

12.4g Any student attending a college course will be supported to whatever extent is deemed necessary. It may be that they require full 1:1 support provided by Overley Hall in order to be successful. It may be that distance support is required and this can be accommodated.

12.4h Young people learn best when they are enjoying their work and are interested, they become motivated and hence our lead can sometimes be taken from the child, and extended to meet the requirements of the national curriculum and IEP.

12.4i Finding a balance as far as task length, number tasks, how to break tasks up, for each young person is essential. If not set correctly, anxiety level will rise and progress will be minimal and it can be de-motivating being in the learning environment. It is essential that the holistic needs of the young person are put first above any other teaching objective. A young person cannot learn if his anxieties are raised.

12.4j It is also important that teachers build time into their planning to continue developing relationships, again vital for learning to take place here at Overley Hall.

13 The Learning Environment

13.1 Overley Hall School caters for young people with a range of needs and diagnosis. We believe that young people have preferred learning styles of which the learning environment is part. Observational assessment helps us to determine preferred learning environments for each young person and we attempt to deliver where ever it is safe and possible to do so. Each room is equipped to cater for most preferred learning environments, each have discussion areas, single work areas/booths with P.C's/lap top/l pad facility, isolated 'stimulus free' booths, cushioned rug / carpeted area's for casual floor work. Most classrooms have an interactive board.

13.2 We recognise that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practises. Displays of the young people's work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. It is expected that classrooms are orderly environments and offer a learning

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environment which every young person feels safe, secure and able to apply themselves. We ensure that adequate resources are provided and accessible, and that young people treat the learning environment with respect.

13.3 It is also expected that our young people who benefit from low stimulus booths and cushioned carpeted areas are provided with a system that enables them to access the structure that they require, and that any systems developed be used consistently by every teacher and house staff as much as possible. These systems may involve colour coding work to be systematically undertaken from left to right, the use of story boards to help the young person organise, sequence, and re-tell events.

13.4 Each young person will be provided with a diary which will help them to be more aware of the coming day. It will help them to be more aware of expectations. It will be used as a reminder of events during the day and an aid for reflection. Each day the Learning Mentor will create a meaningful target which will prompt staff over the course of the day and help to promote progress across the curriculum. The diary will be used as a tool to help young people better understand emotion and feelings. The young person's personal '5 point scale' will be put into the diary which is a visual representation of their options when faced with difficult times, to make them more independent in thought and in a better position to self-regulate.

14 Schemes of work and lesson planning

14.1 Each department is required to have schemes of work for all of its courses / programmes related where appropriate to the national curriculum and examination board requirements. These schemes of work are followed by staff and their delivery monitored by the Head of School. Schemes of work set out how the content of the course is structured so that skills, knowledge and understanding are developed progressively and show how teaching is organised. All staff will use long term planning of similar format. Medium and short term planning is not prescribed by any one single format and this is to allow teachers to plan appropriately for their subject and offer flexibility. It simply expects that such planning takes place, in sufficient detail to ensure that young people achieve high standards and are given the opportunity to achieve their potential.

14.2 All teaching staff are expected to complete some 'informed planning sheets' which help plan future lessons based on information gained from previous learning and assessment after the completion of each session. This is an agreed method of recording lessons and evaluating using this acquired knowledge to plan future lessons which will be progressive and appropriate. Staff in charge of learning are also expected to keep a brief plan in their teacher planners. Staff are encouraged to plan for progress to ensure children

are guided to reach their maximum potential in a methodical and proactive way.

15 Homework

15.1 Overley Hall recognises the importance and value of homework as an extension of class work and a vehicle to practise skills, acquire new ones and develop good study habits.

15.2 Our young people are encouraged to complete work in-house, but this is not enforced. As self-esteem rises and our young people begin to feel successful in the learning environment, they will often request additional work or time in the classroom. This is both encouraged and practised.

15.3 We endeavour to provide a wealth of learning opportunity throughout the 24 hour curriculum by close communication between education staff and residential staff. The evening and weekend activities often provide additional learning opportunity to provide a fully more enriched understanding. Often social skills considered in class are practised during the 24 hour curriculum, often supported by social stories. Meal times, evening activities and bed time provide a wealth of learning opportunity for our young people who have difficulties with communication, social interaction and social imagination.

15.4 Residential staff are responsible for carrying out additional learning opportunities which is evidenced through 24 hour curriculum projects and work with Education to select and work towards accredited AQA Unit Awards. This cross team work helps our young people achieve good progress.

15.5 Extra-curricular clubs provide opportunity to carry out further work to enhance skills and knowledge in a fun and motivational manner.

16 Special Educational Needs

(See Appendix 2a - SEND policy and 2b - SEND Information Report),

16.1 It is expected that all education staff plan, prepare and support each young person who attends Overley Hall to be able to access the curriculum, regardless of their ability or needs. All of our young people have special educational needs and are encouraged to become independent and to take responsibility within the school.

16.2 All of our young people are being continually assessed and sometimes with the aid of assessment carried out internally and / or externally by specialists. Targets for the individual education plan are put forward and agreed during review meetings where parents / guardians, social services and

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educational authority representatives have an input. Strategies to help achieve these quantitative targets are developed and become very much part of most lessons. It is an expectation of staff plan to address targets in the planning and delivery and evaluation stages of each lesson. It is the job of the Head of Education to gather sufficient information to be able to set,

monitor, assess and set appropriate targets. Progress with targets will be passed on through informal communication and formal review meetings on an annual basis. Monthly meetings are held for education staff to monitor and review targets along with progress and a written report is kept.

16.3 Each young person has a named key worker who is there for the young person as an additional support.

17 Differentiation

17.1 An individual approach is taken to: planning, teaching style, resources, expectation, curriculum offered.

18 Assessment

18.1 Assessment is continual but may vary in form. Teaching staff and therapists are expected to plan for assessment and to use data gained to inform future planning. Monthly meetings are used to update report and record how effective the strategies provided in the I.E.P's, are working. Assessment will be carried out through:

- 18.1a Observational assessment
- 18.1b Summative assessment for those it is appropriate
- 18.1c Formative assessment where appropriate
- 18.1d Analytical
- 18.1e Diagnostic
- 18.1f Objective and subjective testing
- 18.1g Multiple choice
- 18.1h Online, paper based, internal and external testing
- 18.1j Specialist assessment

18.2 We report via the following ways

- 18.2a Daily logs
- 18.2b Daily S.T.A.R. analysis
- 18.2c Pupil timetables and star charts
- 18.2d Review documents (Annual and LAC/CIC, End of Assessment)
- 18.2e Regular telephone calls home
- 18.2f End of Autumn and Summer Term Reports
- 18.2g Care plans
- 18.2h PEP documents

Curriculum Policy

- 18.2i Individual education plans
- 18.2j Newsletter
- 18.2k Verbal
- 18.2l CAPs (Comprehensive autism planning systems)
- 18.2m LAC (Looked after Care) & CIC (Children in Care) meetings

- 18.2n Core group meetings and care planning meetings

18.3 Upon entry to Overley Hall School the young person will be given a three month assessment period, where base line data is collected on preferred learning style, NC/P level. Associated therapists also assess so that appropriate programmes can be tailored to need. The young person is carefully observed to determine potential triggers for behaviour, and to determine how autism impacts on that young person. During this time, staff develop much needed relationships and a degree of trust. Time is used to raise self-esteem and provide opportunities which can be celebrated.

18.4 Tools used will include B squared and CASPA. Assessment data will be analysed termly to ensure programmes of study are challenging and on target to make expected or better progress.

Overley Hall is committed to ensuring all young people thrive holistically.

19 Staffing and Training

19.1 Overley Hall School is very well staffed and there are presently twenty two full time staff employed in the Education Department. All staff makes valuable contribution to the progress of young people. Eight of the staff have teaching responsibilities and there are fourteen teaching assistants all of whom have qualifications which assure they can nurture and support effective learning.

It is company policy to ensure staff are sufficiently trained to enable them to do their jobs effectively. Staff are encouraged and supported to study and undertake both internal and external courses to continually develop as professionals and enable them to reach their maximum potential.

19.2 All staff are provided with opportunity to train as teaching assistants qualifications and additional qualifications linked to child care, autism and social communication. As a minimum staff are expected to hold an NVQ III – Caring for Children and Young People. Teaching staff require teaching qualifications, instructor and tutor qualifications.

19.3 Overley Hall believes in encouraging special interests and strengths and supports individuals to develop them. As a result Overley has two instructors of Makaton who provide training across school and two Forest School instructors.

19.4 In addition we have a qualified Senior Speech and Language Therapist and a NHS Senior Occupational Therapist working as part of the team part time who pass on their expertise during planned training sessions and also during the working day during one to one and small group PCD training.

19.5 Staff are encouraged to aim high and following one person who is currently working towards a Master's Degree at Birmingham University it is hope that others will follow in their footsteps.

19.6 Overley Hall is building its expertise in working with young people with an Autism diagnosis. By July 2014, there will be staff fully trained in the following specialist areas:

19.6a The TEACCH intervention, Attention Autism, Intensive Interaction, PECs, Social Stories, reading the Social Context and Comic Strip Conversation;

19.7 Overley Hall ensures staff are given opportunity to develop in areas which promotes the vision and mission statement objectives.

20 Training and support for parents

20.1 Overley Hall values the development of good relationships with parents, family, guardians and carers. We believe it supports the development of:

- Respect and trust
- Good and effective relationships
- Knowledge and understanding about students
- Consistency of approach from which young people develop
- Routines which enable young people
- Open, two way dialogue
- An open door policy, where family feel able and welcome to visit at will
- Feedback about Overley Hall through social networking and discussion

Overley Hall endeavours to build positive relationships through many different ways which include:

- Having an open door policy
- Offering a 'parent's drop-in' session on the first Monday of each month. Parents can drop in to school to meet with either Bev or Jackie to discuss their child's progress, any problems or ideas they may have for future development

-
- Hosting two whole school parents evenings per academic year
 - During parents meetings, parents are asked questions about their thoughts and feelings about the provision in Education. This feedback is used to update the school development plan. This really helps

parents to feel involved and listened to. The impact is measured across the year and fed back in the following parents evening

- Education & care staff having pre-arranged direct telephone conversations with parents, arranged for specific times, mutually agreed
- Contact via email and/or letter as agreed
- Indirect communication via postings on the Overley Hall School website for example 'The Calendar of Events which lists all a schedule of events which parents may like to attend
- Review meetings which include: Annual Education Review meetings, Core groups, Looked After Child meetings (LAC), Children in Care meetings(CIC), Personal Education Planning meetings (PEP), Comprehensive Autism Planning Schedule meetings (CAPS), additional meetings to discuss progress for children who are not looked after, Best Interest Meetings;
- Offer parent support sessions (listed on the calendar of events) which are held in the Coach House with nibbles! These are meetings which provide an opportunity for parents & siblings to meet and chat with other parents who have had similar experiences. They are also a great opportunity for offering advice and support. Recently our Clinical Psychologist delivered a two hour session on 'child development'. Following the session, parents just chatted.
- In 2015, one of our parents delivered a talk to the Education staff during a twilight INSET session. She presented a session titled 'The perspective of the parent of a child with Autism and severe learning difficulties'.
- Where relevant, parents have been invited to attend CPD days
- Offering a full calendar of events for parents which help parents to feel: involved in the life of their child, valued, supported, up to date, informed; Such visits also help the Overley Hall ethos feel very family orientated and driven by family values – see Calendar of Events 2014/2015 and 2015/2016.
- Listen to parents and wherever possible address the needs of parents. A parent was concerned about the weight of her son and so we

adapted the young person's curriculum to include more swimming, and had him inducted at a local gym. He now attends weekly.

- Ask for feedback regularly by providing questionnaires, feedback is audited and evaluated
- Communication between therapist and parents (vice versa) is very much promoted by the Head Teacher
- Lynn, our bursar is a very friendly first contact who makes a point of getting to know parents. This develops into a very positive contact and for some parents is comforting as they feel they can relate to her
- During parent drop in sessions, specialist Makaton instructors or therapists are invited to do short sessions to develop the parents ability to communicate more effectively with their children
- Throughout the year there are many social opportunities to meet with the staff such as Open Day, Tag rugby events, prize giving etc.

Wherever possible parents are encouraged to attend relevant training sessions where we feel the quality of interaction between parents and children would benefit.

21 Pupil Premium

21.1 This additional sum of money has been targeted at an identified group of students who are Looked After Children across the school. The money has been used to enhance provision and to provide additional resources. The way in which money will best support progress is always discussed and agreed at multi agency meetings around the young person. The needs of the child are targeted through their personal education plan and resources are generally linked to target strategies agreed.

21.2 The impact of this additional resource will be evidenced through pupil performance targets published for parents and guardians at the end of each academic year.

21.3 Areas of additional spending:

21.3a ICT as a communication aid

21.3b Laptops

21.3c iPads

21.3d PC's

21.3e Switches

21.3f Programmable devices

21.3g Motor Coordination, proprioception aids, sensory diet resources

21.3h Communication devices Augmentative Alternative Communication (AAC) tools

21.3i Motor Coordination, proprioception aids, sensory diet resources e.g. horse riding to improve core stability and balance which has also helped to motivate and raise self confidence

21.3j Communication devices and Augmentative Alternative Communication (AAC) tools

21.3k Extended Schools

21.3l Additional training for staff to develop specific knowledge to help a specific child who is Looked after

21.3m Additional training to maximize progress, raise self-esteem and reduce anxiety

Appendix

1a – Developmental Curriculum

2a – SEND Policy

2b – SEND Information Report

Appendix 1a



Created: September 2015

Outline for 'Developmental Curriculum':



Scaffolding type curriculum, which is to be used to help initiate development onto National Curriculum (or assessment of CAPS).

Using psychological principles to Plan Curriculum Intervention:

The basis of the curriculum is informed by replicating the experiences that are essential part of healthy parent-infant relationship, which informs healthy developmental progress.

The developmental curriculum is based upon four dimensions: (Adapted from Theraplay 2010)

1. Structure – The class team are predictable and have developed trust with the pupils. The classroom/school is a safe predictable space. It provides safety, organisation and regulation through TEACH, PECS and daily routine

HOW:

- Staff are to ensure the child is comfortable and safe, physically and emotionally.
 - Staff initiate interaction (see following activities)
 - Staff organises and regulates child through creating a structured predictable environment which the child is able to engage with
 - The child is able to experience regulation in environment and likewise is able to enjoy physical and emotional security
 - Staff take charge of planning and organising lessons and environments
 - Staff are always confident and are able to lead child through different activities and experiences effortlessly. This requires high level of organisation and predictable routing. A chaotic classroom will communicate to a child a world that is frightening and unhappy. The child will feel more chaotic if the adult is uncertain of what to do.
 - Staff initiates interaction by enticing child into engagement. Staff do not 'wait' for child to engage or initiate.
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- Structure is about things having a clear ‘beginning, middle and end’ – songs – it is predictable and has a clear finish (likewise with any other activities – there is always a clear structured purpose, as this will help the child to feel boundaried and safe and limit confusion)
 - Structure is not about creating a powerful controlling atmosphere, but about the staff leading and creating a comforting sense of someone creating a moment that is safe and predictable.
 - This creation of structure is important for children who are overactive, unfocused or easily overwhelmed as it will help teach a child the feeling of being regulated
2. Engagement – Staff provide attuned (understanding the child’s world view and emotional states), playful experiences that develop strong emotional bonds of attachment, stimulate the child’s learning and create positive experiences

HOW:

- Staff create delightful playful moments that develops emotional engagement
- Staff initiate sensitively and create timely responses, by aiming to alert child’s attention and move engagement and actions forward.
- Staff are sensitive to child’s cues, but still works hard at creating moments of engagement (especially if the child is reluctant to engage and prefers solitary time)
- Staff are sensitive to child’s needs to look away, slow down, pause, as the staff are very tuned into the rhythm of interaction that is trying to be created
- Staff work hard at trying to draw child into interacting with them and to maintain an optimal level of arousal. Activities are based upon developing child’s self-esteem, and sense of identity. Activities create a positive image for the child.
- Due to the levels of engagement that are being created, the child begins to experience themselves as a valued and distinct individual.
- The child starts to enjoy interpersonal contact which will later develop into reciprocal interaction as the child learns to communicate and share intimacy (this is the early developmental stage of reciprocal interaction)
- A child may exhibit behaviours that communicates that they want to be left alone. It is important for staff to work at enticing these children away from their withdrawal or avoidance. Staff can do this by being empathetic and inviting them to engage in a pleasurable relationship

(smiling faces that say “hello”, touching face). By doing this the child will start to feel noticed and not alone.

Activities – Games modelled on early interaction – hand clapping, hide-and-peek, peek-a-boo, (being mindful of age appropriateness). Staff

are offering (interaction) excitement, variety, positive stimulation, engagement, connection (helps a child to know that new experiences can be enjoyable)

- This type of interaction is necessary and important for children who are withdrawn and avoidant. It is vital that staff get back into sync with children and work hard at motivating engagement
3. Nurture – Staff respond with empathy and sensitivity to the child’s needs by regulating a child’s emotional arousal by being warm, calming, tender and comforting. Staff are motivated in developing a child’s self-esteem, feelings of self-worth, increasing their efficacy and developing their identity

HOW:

- Nurturing activities are reassuring, calming, and are vital to develop a secure attachment
 - Staff model to child through touch and reassuring activities the child is therefore able to develop the capacity to internalise the comforting and calming function of staff and thus learns how to replicate them for themselves
 - Activities to develop nurturance such be based upon feeding, safe touch (close proximity games and activities that are safely intimate). These activities will help the child relax and experience the calming effects of touch, movement and warmth – responsive care. These type of activities are incredibly reassuring and will regulate the child and help teach the child what it feels like to be regulated (calm)
 - This type of experience is vital for children who are overactive, aggressive, or chaotic.
4. Challenge – As the child feels a secure attachment with their staff, staff are able to support the child through encouragement and motivation to explore, experiment, work harder and aim for further possibilities, whilst still maintaining the child’s confidence and ability to master an activity.

HOW:

Curriculum Policy

- Staff to challenge children to take safe, safe risks, that are developmentally appropriate, whilst still maintaining support to master new experience
- They support child to experience new experiences and explore new activities
- Staff promote and encourage moments of competence, as this will allow children to feel confident, thus raising their self-esteem (this is important as it is easy to stay stuck in the same activities as they can be predictable and safe – e.g sand pit)
- Challenging activities are good for withdrawn, shy, timid or anxious children

Appendix 2a

SEND Policy

1 Introduction

1.1 This policy should be read in conjunction with other relevant documents, such as:

1.2 Mission statement, school aims and values;

- The Autism Policy
- Curriculum Policy
- Assessment Policy
- Transition Policy
- Induction Policy

1.3 This Policy for Special Educational Needs and Disability (SEND) represents a commitment to promoting and achieving equality of opportunity. The policy has been guided by the Special Educational needs and disability code of practice (SEND) DFE July 2014 which we are committed to upholding. This policy has also been written in conjunction with guidance from:

- Equality Act 2010: advice for school DFE 2013
- SEND Code of Practice 0 – 25
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document 2013

Curriculum Policy

- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

1.4 This policy was created by the Head of School in liaison with the senior leadership team, Clinical Psychologist, Learning Coordinator, Speech and

Language Therapist, Occupational Therapist, parent and Subject Coordinators.

1.5 Overley Hall School's SEN Department consists of Clinical Psychologist Dr Sarah Taylor, Advanced Speech and Language Therapist Vivienne Ray, Advanced Paediatric Occupational Therapist (special schools) Mark Willets, Bev Doran Head of School, and Learning Coordinator/Administrator Lorna Deakin.

2 Rationale

2.1 The aim of Overley Hall School is to support pupils to achieve their full potential. Staff are proud and committed to working together with students, parents and professionals to achieve the best possible outcomes for our pupils. Through a committed and person-centred approach we can help reduce the barriers to learning, raise self-esteem, nurture aspiration and support active engagement in a curriculum for life. Overley Hall recognises that for pupils to reach their true potential the holistic needs of the person must be supported and nurtured. These needs may be based around:

- Education
- Emotional wellbeing
- Personal wellbeing
- Behavioural regulation
- Social communication
- Inflexibility of thought
- Speech and language
- Sensory issues
- Developing vocational skills and independent living/life skills
- Physical health

3 School aims:

Curriculum Policy

3.1 Our aim is to ensure that all pupils receive appropriate educational provision, therapeutic input and pastoral support to achieve good outcomes and make outstanding progress. Each pupil at Overley Hall School has individual and unique needs so we plan accordingly to ensure that all pupils are enabled to achieve their full potential. We aim to provide for the learning, physical, social and care needs of all pupils in a supportive environment to

ensure that every young person in our care achieves their full potential and is prepared for life as an adult with skills to live a good, happy and meaningful quality of life we aim, over time, to support our young people to develop the skills to be able to:

- Communicate their wishes and express their preferences
- Progress from their individual starting points, attaining accreditation across core and vocational subjects
- Exert self-control by using strategies independently to regulate their behaviour
- Think independently, solve problems and reduce their reliance on others
- Be confident but reflective, self-aware but content & proud of who they are

- Attend to work, give joint attention and work as part of a team or individually
- Interact positively with others
- Cope with unexpected change in an acceptable way
- Make transitions both small and large with minimal support
- Live a meaningful and useful life where they can positively contribute to society
- Be kind and accepting of the differences of others
- Feel a sense of belonging
- To live and work inclusively within the community from which they are familiar

3.2 The team here at Overley Hall strive to ensure the support and direction is provided to pupils and the staff whom directly work with young people to promote the development of individual's needs, knowledge & understanding, skills and abilities.

4 Principles of the SEN Policy

Curriculum Policy

- Overley Hall School pupils will receive the provision set out in their Statement of Educational Need and their Education health Care Plan
- Our practice reflects Overley Hall School mission statement
- That children and young people are entitled to a broad and balanced curriculum including the National Curriculum and can participate in all aspects of school life, experiencing cultural, social and physical activities on offer

- That all teachers and staff are committed to young people with Special Educational needs and have a responsibility to meet those needs

- That staff identify and respond to the changing needs of pupils

- That school staff involve and work collaboratively with pupils, parents, guardians and external professionals to successfully work as a 'team around the child' to support young people to achieve their potential

- Total transparency

5 Long Term Aims

- To help prepare students for a bright and meaningful life as an adult where they can contribute to society.
- Raise aspirations and expectations for all pupils

- The curriculum to be target/outcome driven to help raise expectation and achievement
- Express needs and feelings using individual methods which may include: Verbal, Makaton, Symbols, PECs, AAC, or a combination of these
- To increase independence
- Live as part of the community
- Develop resilience
- Develop an active mind who can begin to solve simple everyday problems
- Self-regulate behaviour requiring reduced levels of support
- Good quality of life, being able to live with dignity
- Stable relationships with family
- Meaningful friendships
- Inclusion back to a mainstream provision which may be a school or

college

- For students to be able to make healthy choices as adults, have choice and control in their lives as an adult

6 Objectives

- To identify and provide for all pupils with special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a 'team around the child' who will work within the SEN Inclusion Policy and ensure that the holistic needs of young people are addressed
- To provide support, advice and necessary training for all staff working with pupils
- To work collaboratively with pupils, care staff, education staff, parents, guardians and external professionals
- To remove the barriers to learning by identifying them and then addressing barriers

7 Identifying Special educational Needs

7.1 At Overley Hall School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. These may include:

- Disability
- Attendance and punctuality
- Health and welfare

- English as an additional language EAL
- Being in receipt of Pupil Premium Grant, being a 'Looked after Child'
- Having an insecure family situation, possibly where family travel around

-
- Have no visiting or involved family

7.2 Many of our young people will display difficult behaviour, some may be very challenging, and however here at Overley Hall we do not see this as a 'need' but as a result of a need. Behaviour is viewed as an action of communication, an action of an underlying need. A way of communicating feeling or to have a need met.

8 Provision

8.1 Overley Hall has established the following goals to help fulfil its principles, aims and objectives:

- Offer high quality teaching that is differentiated and personalised to meet the individual needs of the children and young people
- Ensure decisions are informed by the insights of parents and involve the pupils themselves
- Set challenging, yet realistic targets to stretch young people
- Track progress towards these goals
- 'Respond to progress' by continually evaluating the curriculum, its delivery and the targets set
- As progression occurs, be planning to gradually reduce support, change the context to less familiar people and places – be mindful of the 'bubble' that exists within a special school and always aim to develop confidence in a less familiar and less forgiving setting. Provide opportunities for community inclusion
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that approaches used are based on the best possible evidence and that they are having the required impact on progress
- School is staffed to meet the needs of pupils with severe and complex needs mostly associated with autism, having received training in appropriate approaches such as Intensive Interaction, Sensory Integration, Attention Autism, TEACCH, PECs, AAC. Ensure staff understand the challenges faced by having an Autistic Spectrum Condition, but also to recognise student strengths
- Each young person will have access to a curriculum designed to meet individual needs.
- Staff receive training in a wide range of strategies to enhance the provision for SLD/MLD and young people whom respond to a

Curriculum Policy

structured total communication approach

- Subject leaders will personalise learning wherever possible
- Comprehensive autism planning schedules (CAPS) are created in collaboration with parents, therapists, external professionals, care staff and education team to help target desired outcomes and assess progress over time, these are reviewed at set intervals

- Progress meetings between house, therapy and education ensure consistency in aspiration, expectation and delivery
- Careful consideration is given to the grouping of young people, many factors being taken into consideration such as:

-Key stage (preferring to teach within classes of the same key stage)

-Cognitive ability

-Type of curriculum required (Communication, Vocational, Therapeutic/Sensory, and Academic)

-Environment needed to reduce anxiety – students may need a specialised classroom design

- Personalised options to work within larger groups, small groups, 1:1, community based work, in sensory rooms, hydro therapy, forest school, residential trips, day trips and visits enabling them to have access to a wide range of specialist facilities
- Performance management targets for all Education staff include targets which aim to improve knowledge and understanding of the needs of young people here at Overley Hall, the delivery required and its quality, target and measure the progression of young people
- A staff library has been established with a range of texts/journal/DVD's to support the knowledge and understanding of special educational needs in the school
- Monitoring occurs during one week of each term and is unannounced. Auditing of the quality of teaching occurs and is carried out by the Head of School
- Pupil performance is analysed three times per year to ensure pupils are making the required progress which meets or exceeds goals.
- Students recognised as not meeting expected goals are given additional support to help bridge gaps; this may be additional support, a new approach, purchasing of additional resources

-
- Functional analysis is carried out to identify triggers of anxiety often displayed through behaviours. Proactive work is then carried out to eliminate the triggers
 - Creating detailed transitional plans made collaboratively

 - Pupil views are gathered regularly in a number of ways. Communication in Print is used across the provision to support young people being able to give their views. Authority questionnaires are often made student friendly by re-writing them using Communication in Print. Talking Mats are carried out by our speech and language therapist to gather views in a different way. Young people are involved in their PEP and Annual Review meetings and their views are often asked verbally for some.
 - Overley Hall has a service level agreement with Shropshire CAHMS who hold clinics at Overley Hall twice per half term. If required will ask for 'specialist intervention team for challenging behaviour' if we feel the young person needs additional support or staff need specialist advice.
 - Overley Hall believes in offering the maximum amount of support to parents as is possible. This can take place in several ways:

- Monthly opportunities to discuss the progress of children with the Head of School
- Twice yearly parents evenings with whole staff team and therapists
- Scheduled training/support sessions for parents
- 1:1 sessions with our therapists, teaching staff, Head of School, Head of Care
- CAPS meetings to discuss strategy, targets and progression
- Regular telephone calls home, email reports
- Open door policy, with a schedule of planned activities which parents are welcomed to Weekly Award Celebrations for parents to attend
- Attendance at LAC, Core group, PEP, Annual, CIC, Transition, Best Interest, and other multi-agency meetings scheduled

9 Supporting pupils at school with medical conditions

9.1 Overley Hall School recognises that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. The school complies

with its duties under the Equality Act 2010 for children with medical conditions who are disabled.

10 Monitoring and Evaluation of SEND

10.1 Overley Hall regularly and carefully monitors and evaluates the quality of provision it offers its pupils and young people. We do this in several ways which include:

- Audit as a provision for students with an autistic spectrum condition
- School self-evaluation
- Evaluation of School Development Plan
- Analysis of the progression of young people set against challenging targets, carried out three times per year
- Analysis of the quality of teaching and learning, through a combination of planned and unannounced observations where a team of staff which includes senior and middle managers carry out lesson observations
- Staff progress made to performance management targets
- Annually assessing progress set against various targets including: P level and National Curriculum objectives measured through B squared objectives, CAPS targets using Goal Attainment Scoring (GAS), PEP targets, IEP targets, CASPA data analysis, AQA Unit Award objectives, various assessments associated with SaLT, holistic progress observed in attention, communication, coping, independence,
- Progression through the 5 Point Scale
- Weekly student 'book scrutinise' to monitor the progression of learning taking place across the curriculum
- Termly moderation sessions to ensure standards are consistent across the school
- Data collection and detailed analysis of the number of incidents with and without physical intervention for each young person
- Gathering feedback from parents at parents meetings to help inform the school development plan
- Parental satisfaction
- External assessment such as Ofsted inspections, Authority inspections,

11 Training and Resources

11.1 The induction plan is outlined in the CPD Policy. Teaching staff are required to keep abreast of their subjects and developments in special educational needs through attending relevant courses, reading, in house training and meetings/discussions. Mandatory training is provided which all staff are expected to attend. The schools key developments are built into Performance management targets for all education staff. The School Development Plan highlights its key areas for development and sets out the training priorities. Overley Hall is committed to developing staff and their knowledge of special educational needs. A substantial budget has been created to develop the knowledge and skills of the staff across both school and home side. The training provided has been of very high quality, most of which has been delivered by the people who have recognition as being the creators of such interventions and have a great deal of evidence based research to their names. Examples include:

- Gina Davies – Attention Autism
- Phoebe Caldwell – Intensive Interaction
- SCERTS – Emily Rubin
- TEACCH – Gary Mesibov,
- Total Communication – Barbara Blythe (NAS)
- Social Stories – Carol Grey
- Comic Strip Conversations – Carol Grey

11.2 Other training includes

- ELKAN 2 & 3
- Sensory Integration
- Autism Awareness – Kerstin Wittemeyer, G Jones, Ros Blackwell

12 Roles and Responsibilities

Curriculum Policy

12.1 The staff structure is available upon request. The school takes an open door policy and we welcome communication. The school is committed to liaising with parents in a way which suits the parent(s).

12.2 Responsibility for young people in Education:

- Learning mentor
- Tutor

- Head of key stage
- Deputy Head
- Head of School
- Proprietor

12.3 Responsibility for young people in House

- Key worker
- Senior in charge of family Unit
- Coordinator
- Head of Care
- Proprietor

13 Accessibility

13.1 Please refer to the School Equality Policy for Accessibility. This policy will be reviewed annually.

14 Dealing with Complaints

14.1 Please refer to the Complaints Policy and Procedure that is available upon request or on the school website.

15 Bullying

15.1 Please refer to the Behaviour Management Policy and our Counter Bullying Policy.

Appendices

Pages 10 - 14 An anonymised CAPS Plan

Pages 15 - 17 An anonymised IEP format



Comprehensive Autism Planning System (CAPS)

Name _____

Time	Activity	Target Skills to Teach	Structure/Modification	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalisation Plan
7.00 – 7.30	Pupil X to transfer from bedroom to bathroom	-Open curtains -Gather items from wash bag - Pupil X to wash herself in the bath	Sequence board for bathing Choice of real objects from wash bag	Praise and support from staff Choosing her own toiletries		Key words to be used and modelled – Bubbles Bag	Any new words to be documented Gas outcome measure for bathing Data Sheet	New words in word book Increased confidence will be seen in other areas Open curtains in other areas
7.30	Laundry	Pupil X to identify where to take laundry	Verbal Question to be asked “Where ...” (Blank level 2)	Praise and support from staff		Blank level 2 language reinforcement	Data Sheet for indication	“Where ” is more meaningful in other situations
8.15 – 8.45	Breakfast	Pupil X to apply spread to toast/bread	Large Handle knife Verbal prompt Gestural model	Pupil X Eats the toast she made. Praise and support from staff	More proprioceptive feedback through the large handle knife	Verbal and modified gestural prompt Key words to be used and modelled-	Data sheet Gas outcome measure	To use spreading skills in other situations i.e. school/home
Anytime	Toileting	Pupil X to request the toilet day or night	Staff will need to initially take Pupil X to the toilet after they have pressed the talking tile. Talking tile to be used supported by spoken language and sign	Praise and support from staff	Staying dry and clean	Use of key words (TBA) Supportive language	Gas outcome measure Data collection sheet on toileting	Use any toilet with talking tile
9.00 if appropriate	Pupil X to assist tidying her room and making her own bed Pupil X to go back to bedroom in the morning if the bed is dry, otherwise the bed should be made after school	One corner of duvet to be used Put toy bear back on the bed Plump Pillow		Bed made Praise from staff		Key words to be used: Pillow Pull	Gas outcome measure Data Sheet on bed making	Push pull words to be used in other situations Increase in independence

Time	Activity	Target Skills to Teach	Structure/Modification	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalisation Plan
Diary	Pupil X will transfer the subject symbols for the first two sessions. She will make a choice for break time activity from a choice of three favoured activities	Making choices Cause and effect	This will be done in a 1:1 with her learning mentor. Her communication file will be personalised and choices tailored to Pupil X.	1:1 quality time (attention). Prospect of doing an activity Pupil X chooses if she has a good morning.		Limited choice(three) to be given.	D1	When Pupil X can complete her whole day and with different staff or at home
Morning Meeting	Pupil X will contribute by sticking her photo on to a scale happy versus sad	Self-awareness recognise emotions Recognition of self Simple scaling	Scale placed not too high. Only use two emotions initially, eventually moving towards a 1-5 scale. Staff model the scaling exercise.	Pupil X physically putting her photograph onto the display scale. She will have the attention of everybody. Verbal praise Stars awarded	Emotion symbols and photo to be used.	Key words – Happy Okay Sad & unhappy	D2	When Pupil X can do this in the awards ceremony and with different staff and different setting
Physical activity	Pupil X will be given an activity which will work motor skills	Accuracy Stamina Coordination	Apparatus light Tasks measured and attainable Rests provided Tasks modelled	Verbal praise Fun activity Achievement Stars awarded			D6	
Practical activity	Pupil X will be given a task where she has to unscrew a lid using a twisting movement	Motor skill development and coordination	Ensuring the lid is not tight and the container is not too heavy	To open and to fasten the container Verbal praise Star awarded	Something motivating to be placed inside the jar – perfume, colourful drink, glitter	Key word - twist	D7	When Pupil X screws and unscrews containers of all types in different setting
Booster session	Pupil X will count her stars and choose an activity by presenting her	Use PECs to request an activity.	Reducing the choices to three. Provide the 'I want' Card. Make the three	Choosing her reward activity Doing the activity	Pupil X to be encouraged to place and take off the staffs herself	Key words – one, two, three	D8	When Pupil X is using PECs across all aspects of her life

	symbol. She will stick it on an 'I want.....' care		choices obvious. Choice made with Learning Mentor in a 1:1 setting					
Time	Activity	Target Skills to Teach	Structure/Modification	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalisation Plan
Lunch	Select two course meal. Transfer meal to trolley. Cut up own food. Put dirty plates back on trolley.	Making choices Communicate choices Motor planning Recognise dirty/clean	Pupil X given symbols to request food items. Given sufficient time to load and cut up food. Matching an appropriate symbol to the clean and dirty plates.	Food Being helpful Verbal praise Stars awarded	Adapted cutlery Go to trolley one at a time, Give Pupil X plenty of time		D9	When Pupil X makes choices and is more independent during meal times
Transitions	Remove symbols and place next two symbols on planner. Make choice for booster activity.	Coping with change Making a choice Cause and effect	Breaking education day down into three parts. Each of the three parts culminating in a reward activity.	Knowing and being in control Reward of doing the activity			D10	
Literacy	Pupil X will match symbols to objects and letters to pictures. Pupil X will be make marks with intention Pupil X will be encouraged to say key words which	Early reading skills Early writing skills Increasing vocabulary and	Objects will be familiar Pupil X will have the alphabet in sequence available in lower case. Letters used will be negotiated with MPe. Pupil X will be encouraged to use a pincer grip using a	Praise Stars Treat Displaying work			D11	Recognise symbols and that they have meaning Understand that marks on paper have meaning Recognise, associate words in different settings

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	should be added to her communication book	speaking skills	modified mark maker. Words should be chosen after discussion with VRa					
Reflection	Pupil X will identify one activity which she has enjoyed over the course of the afternoon.	Reflecting and recognising things she likes doing, improving her self-awareness	Given her communication book with prompting object or visual symbol to remind Pupil X of what she has done that afternoon. Always done in tutor group with familiar staff	Attention Praise Celebrating success			D12	Transfer scaling skills to Awards presentation setting on a Friday

Appendix 2b;

Overley Hall SEND Information Report

This report states the current provision for Overley Hall School and will be updated annually.

What are the kinds of special educational needs for which provision is made at Overley Hall School?

Overley Hall is an Independent Special School for children with complex needs. It is a small provision for up to twenty two pupils between the ages of 8 – 19. Attached to the school is a children’s home for children and young people ranging from 8 – 19 years. Within the grounds Overley Hall also is developing a post 19 -25 residential home for adults with complex needs.

Overley Hall School caters for pupils with significant complexity and often may have more than one diagnosis. Most pupils have Autism and many have cognition and learning difficulties. Overley Hall offers individual programmes of study which are tailored to the needs of individual pupils and through this differentiated and person-centred approach can help a diverse range of abilities and needs to make good progress. Overley Hall has produced a profile of needs we feel we will be able to meet the needs of, and a profile of needs we feel we would not be able to meet the needs of. See appendix 1a and 1b.

Partnership

Overley Hall staff are proud and committed to working together with students, parents and professionals to achieve the best possible outcomes for our young people. Through a committed and person-centred approach we can help reduce the barriers to learning, raise self-esteem, nurture aspiration and support active engagement in a curriculum for life.

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What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils attending Overley Hall School will have a statement of special educational needs or, from September 2014, an Education Health and Care Plan (EHCP). From September 2014, many of our pupils will be either having their statements converted to EHCP's and some will be having their needs re-assessed to support the development of meaningful EHCP's. Overley Hall School is committed to working with Local Authorities to support the development of effective EHCP's.

To ensure the needs of pupils can be fully met by Overley Hall, great care is taken to accurately assess each referral and the process followed is outlined in Appendix 2.

What is the provision for pupils at Overley Hall School and how is it evaluated?

Overley Hall School has a dedicated team of staff who are truly committed to helping pupils & young people to achieve their best possible outcomes. Staff work with passion to promote the school aims and values which help students to make good progress in so many areas. The structure, routine and therapeutic delivery helps to reduce the anxiety of our children who have complex needs, which in turn enables them to better access a curriculum driven by individual targets. This coupled with 'target focussed' planning ensures our children and young people make exceptional progress with their learning, behaviour, communication, and emotional well-being. Children benefit from a diverse curriculum, enhanced by Forest school and driven by a number of interventions and therapeutic strategies such as Attention Autism, Intensive Interaction, and Sensory Integration.



Overley Hall is a small, family owned school, which is well-resourced in terms of its staffing to pupil ratio, therapy support, and is set in beautiful premises within 12 acres of forest.

High expectations are made achievable by celebrating each tiny step taken towards individual goals. Children are nurtured within a positive and homely environment.

School staff details are available upon request. The school contact details are also on the website where you will be able to access senior management. Staff make contact with parents either by email or by telephone and keep them informed of changes and progress regularly, most on a weekly basis.

Staffing levels are enhanced so that pupils are usually taught in classes of between 1 and 6. Each class has a base and a set team of teaching assistants. Specialist subject teachers then deliver a broad and balanced curriculum. This ensures a high quality of teaching and learning with reduced need for transition.

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals. Overley Hall School has a Speech and Language Therapist and an Occupational Therapist and has recently appointed a Clinical Psychologist to help create a curriculum and delivery which meets the needs of our complex pupils.

What is the provision?

Primary - Key Stage 2

Overley Hall School will provide an individualised curriculum, delivered therapeutically and tailored to individual needs. Emphasis will be placed on developing strong foundations for the development of a positive outlook on developing knowledge and skills in a safe and

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caring environment where individuality is respected and celebrated. A cross curricular approach to developing the skills of attentiveness, concentration, communication, comprehension and self-regulation to support and prepare for future development will be emphasised across the waking day curriculum.

Secondary - Key Stage 3

Overley Hall School will provide students with a highly structured day, a curriculum delivered through an eclectic combination of tailored approaches and strategies within a calm, nurturing and attentive setting. We will provide individualised curricular which builds on individual interests, strengths and needs where emphasis is placed on holistic progression through the delivery of the full National Curriculum. We aspire to supporting the development of emotional well-being and effective communication, social skills, tolerance, self-control including an inquisitive mind.

Secondary – Key Stage 4

Overley Hall School will provide opportunities for a seamless passage through to adolescence through an inclusive curriculum which promotes autonomy, a problem solving mind-set in a familiar, caring environment delivered by familiar staff. We aim to provide a rich and varied curriculum, one which aspires to the highest level of accreditation as is possible but also paying attention to anxiety levels, getting the balance right through a flexible approach to ensure an overall positive outcome.

Post 16 – Key Stage 5

Overley Hall School will endeavour to equip students with the skills necessary for a bright and active adult life which allows them as much independence as is possible. A vocational based, inclusive curriculum which promotes British values, independent thinking, social skills, and effective communication in the familiar safe environment of school coupled with much focus in the less familiar community setting. Students will be gradually supported to function confidently in less predictable situations, with less familiar people through their involvement in work experience in preparation for future life. Students will be encouraged and supported to reach their full potential.

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Aims of Overley Hall School

That every young person in our care achieves their full potential and is prepared for life as an adult with skills to live a good, happy and meaningful quality of life we aim, over time, to support our young people to develop the skills to be able to:

- Communicate their wishes and express their preferences
- Progress from their individual starting points, attaining accreditation across core and vocational subjects
- Exert self-control by using strategies independently to regulate their behaviour
- Think independently, solve problems and reduce their reliance on others
- Be confident but reflective, self-aware but content & proud of who they are
- Attend to work, give joint attention and work as part of a team or individually
- Interact positively with others
- Cope with unexpected change in an acceptable way
- Make transitions both small and large with minimal support
- Live a meaningful and useful life where they can positively contribute to society
- Be kind and accepting of the differences of others
- Feel a sense of belonging
- Achieve to their full potential

Overley Hall School Values

Kindness

We support our young people to be kind and friendly to those around them; Offer encouragement and comfort to those in need of reassurance. Be accepting of differences and recognise and celebrate the special qualities in all.

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Respect

We encourage all those in the school community to respect themselves, each other and the environment. We promote acceptance of differences in beliefs, views, abilities, and uniqueness.

Honesty

We expect our young people to be honest and be accepting of their mistakes.

Independence

We support our pupils to become independent thinkers and problem solve to the best of their ability in preparation for future life. We encourage young people to navigate through their day as independently as possible, learning to transition with reduced levels of support. We support our young people to be attentive, work hard, become good listeners and make contributions to sessions. We actively try to promote independent skills to support a future life as an adult with as much independence as possible.

Communicators

We promote communication skills, both expressive and receptive to enable our young people to interact, learn and develop effective friendships.

The school offer will be active in September 2014 and updated regularly to ensure information is correct.

Please see the following policies available upon request and on the website for more information about the curriculum, quality assurance and assessment:

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The Curriculum Policy

SEND Policy

Quality Assurance Policy

Accessibility Plan

How Overley Hall evaluates its provision can be found in the Quality Assurance Policy and Plan and associated calendar.

What training do staff have in relation to the needs of pupils at Overley Hall School?

Overley Hall School take training very seriously and there is a mandatory core programme in place to ensure staff can carry out their duties fully informed of expectations and with the skills to enable them to perform to the high standards expected of them. All staff have clear job descriptions which detail the required qualifications for each post in school. Overley Hall has a set induction training package which all staff will complete within a set period of time. Staffs also have weekly training/support/guidance sessions to equip them with the skills and knowledge to successfully carry out their jobs with our service users. Additional training will be influenced by the Education Development Plan and the Therapy Development Plan.

Education staff also do a minimum of five INSET training Days per year.

Emphasis is placed on the development of the following areas:

- Autism awareness and strategy (Examples include: TEACCH, Makaton, Attention Autism, Intensive Interaction, Child Development, Sensory Integration, Social Story/Comic Strip Conversations, ACE Communication, AAC; Key people also have SCERTS, Theraplay)
- Communication (Example EKLAN)
- Complex Needs (Example ELKAN)
- Quality of teaching and learning

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- Child Development and Psychology
- Curriculum development and creativity
- All have Advanced Team Teach

Training profiles can be made available upon request.

How will equipment and facilities be provided to support pupils/students at Overley Hall School?

Overley Hall School is a very well-resourced establishment. Following a referral, Overley Hall will carry out a thorough assessment of need and decide if it is able to meet the needs of a young person. The outcome of the assessment will be fed back directly to parents and authorities to say how it will meet the needs and what additional resourced will enable it to meet the special educational needs of a young person. Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy and our Accessibility Plan can both be found on our website and are reviewed annually.

What are the arrangements for consulting parents of pupils at Overley Hall School and involving them in the education of their child?

At Overley Hall School parents are fully included in the process of working with their children/young adults.

This includes:

- Initial visits to school during referral
- Visit to the home environment

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- Introductory meetings, tour of school
- Parent handbook which is updated annually
- Open door policy
- Monthly opportunities to meet with the Head of School and Head of Care, first Monday of each Month
- Schedule of termly events, clearly outlining opportunities for parental involvement distributed and displayed on the website
- Training sessions with therapists, Psychologists, staff
- Comprehensive Autism Planning meetings and progress meetings for identified students
- LAC meetings/PEP meetings/Review meetings
- Parents evenings (twice annually) with all staff and therapists available for discussion
- Views of parents are recorded and this helps influence the School Development Plan
- Reports are prepared for all scheduled meetings and Christmas and summer
- Weekly telephone/email or contact as specified by the parents given by all tutors
- Some parents send us weekly reports on the progress/difficulties made during home visits
- Occasional parent work shops

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- Coffee mornings usually twice per term
- Christmas and summer reports
- Parent representation on some of our interview panels and also for carrying out external audits

What are the arrangements for consulting young people at Overley Hall School about, and involving them in, their education?

Overley Hall believes very much in involving our pupils as much as possible in their education and decisions made which impacts on their daily life at school and in preparation for reaching their aspirations for life beyond Overley Hall. It is not always easy to truly get the views of many of our young people but we endeavour to use a variety of methods, including a range of differentiated resources to enable as many pupils as possible to access them. These may include:

- Various differentiated types of questionnaires most which use communicating Print (language with symbols) to support comprehension
- Talking Mats conducted by our SaLT and usually video recorded
- School meetings where all students are given a choice often presented visually, symbolically, objects of reference, aurally;
- School Council
- Awards Meetings
- Circle time
- Option choices (where appropriate)
- Social stories may be used to help young people to better understand opportunities presented

- Gathering the thoughts of parents and staff who work closely with our students and respond on behalf of the young person as they know the child well
- ACE Communication books
- PEC files

The most successful method at gaining the likes, dislikes and views of our students is through the use of Talking Mats. Our Speech and language Therapist is a trained practitioner and is presently training to be able to offer this training to all staff at Overley Hall, parents and some local authority representatives. This method has also been used to gather understanding of young peoples' knowledge and ability to make decisions linked to specific questions during Mental Capacity Assessments. This is seen by our local authorities as being the most effective way of gathering the views of many of our young people who have learning difficulties and autism.

All children and young people in our school are treated with dignity and respect. Each pupil/student has a personalised timetable which is often presented visually on a day by day basis or for our higher ability students fortnightly. These support our pupils/students to access and experience success through-out their school life.

For some of our pupils a positive behaviour management system is used linked to our four school rules, linked very much to the schools values/aims and rewards success and effort made across each session and across each day. This enables pupils to make informed decisions and helps them to realise when they have been successful.

Students are also supported to understand their targets wherever possible and their success is often rewarded in our Friday Awards Presentation with a certificate and small prize.

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In order to recruit good candidates for education positions, applicants are expected to teach two fifteen minute sessions. These sessions are observed by at least two of the panel and they observe the interaction between pupils and candidates. Following the lessons, pupils are asked which lesson was most fun and which candidate was the best. Our more able pupils are asked to rate the candidates 1 – 5. This assists the panel in recruiting the best person.

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils/student/parent.

Each pupil/student has a tutor, team of two, three of four, support staff, a learning mentor, a Pastoral Deputy Head and open door access to the Head of School all looking out for them to ensure they are as involved as is possible in decisions that affect them and their aspirations. Older students also have a Work Experience Coordinator to ensure they are provided with appropriate experiences to help them develop vocational skills and experience to gain meaningful employment as an adult.

What are the arrangements made by the Proprietor for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Overley Hall School?

The Complaints Policy and procedure is available on the website and available upon request. The process for all complaints is made available in the parent handbook which is updated each year. The complaints procedure is also available on the website.

Overley Hall takes complaints very seriously and will carry out a full and detailed investigation, following the policy fully.

How does the Overley Hall involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at School and in supporting their families?

Overley Hall tries very hard to involve a wide range of people both from within the school environment as well as out in the community to assist us in meeting the range of needs of our pupils and students. We recognise that bringing in specialists can help address various needs such as emotional wellbeing, social, communication, language, health, mental, behaviour and educational accessibility. Involving others can also help provide a broad and diverse curriculum which is exciting and motivating for our young people. It also provides inclusive opportunities.

Overley Hall works hard to build good relationships with external professionals and with members/groups within our local community. All young people in upper school have opportunity to take part in work experience which may begin in school but as skills and confidence develops they progress to working in a range of placements within our local communities of Telford and Wrekin and Shropshire. We also support many of our young people to attend mainstream college part time, to acquire new skills, knowledge and friendships. Overley Hall has a good relationship with both Telford and Wrekin College and Shrewsbury College. This may also support transition to adulthood for life beyond Overley Hall.

We encourage visitors from schools, college, social care and Health to come and share ideas, spend time with staff and pupils where appropriate. We also encourage those interested in doing work experience and we would like to feel that we have helped shape the careers for many health care workers as well as those involved in a career in special educational needs.

We also work hard to support our local community members to raise awareness of what Overley Hall is and the needs of our young people, which can be demonstrated by the Head teacher recently inviting local 'A level' students from Thomas Telford School to Overley

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to talk about special educational needs and autism in particular. They then observed our young people performing Willy Wonker and the Chocolate Factory. The Head of school also went to Shrewsbury College to provide a talk to a year group of Health and Social care students to raise awareness. Recently a teacher from Queens Croft High in Lichfield, Staffordshire wanted to gain ideas on how to develop a curriculum and approach for her school, we welcome visitors and sharing ideas.

In the Autumn term 2015, Overley Hall has actively sought to form a cluster of similar schools to share ideas and ultimately raise standards in teaching and learning. This term we are hoping to create a 'moderation cluster'.

Guest speakers to perform/present at our Friday Awards – An example were Sam who performed folk songs (Guitar and song). Sam has Asperger Syndrome; A local Bowling team members spoke about their sport to our pupils;

We have a wide range of staff working together within the school to support the children, young people and their families. This helps us to provide a diverse and interesting, often theme based curriculum. Some are employed directly by the School; others have different lines of management as can be seen below.

Education staff are employed directly by the school. This includes teachers, teaching assistants. Admin staff and Catering staff are also school employees. The school also employs domestic staff and Gardening staff. Others involved may be purchased to enrich the curriculum, some examples include:

- Art Enrichment – Chloe
- Cultural enrichment – Primary Work Shops, Rhythmicity, (Indian Dance, African Dance, South American Dance, African Dance, African Drumming)
- Story Tellers

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- West Midlands Children's Theatre

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

We have a service level agreement with CAHMs and Shropshire Community Health Trust who provide two surgeries here at school per half term led by Consultant Paediatric Psychiatrist Dr Bramble. We also have a school LAC nurse. Such clinics involve the staff, pupils and students of Overley Hall School to assist with decisions made about our children. Our Occupational Therapist is a Senior OT for the NHS and provides staff and parents with training and advice on individual children's needs. He also works directly with young people and attends many of their reviews.

Our Clinical Psychologist and Speech and Language Therapist are both self-employed. They both work directly with young people, team teach and deliver training to staff and parents.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services. Additional to normal expected attendance at reviews and a host of various meetings, Social Workers are also sent out The Dates for Diaries listing all the events, emailed invitations to all of our Coffee mornings, Afternoon Teas, Performances and Awards Ceremonies. We also encourage Social Workers to attend Comprehensive Autism Planning Schedule meetings and Progress meetings.

Voluntary organisations are often called upon to help enrich our curriculum, examples include:

- Stable Management - Perry Riding for the Disabled Group
- The Barge - The Heulwen Trust

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- Festive Volunteering - Lloyds Banking Group
- Volunteers from The Barclay Bank
- Wrockwardine Church and Reverend Dr Chantry
- The National Trust
- Various guest speakers
- Recently one parent gave a talk to staff about 'A Parents Perspective of having a child with special educational needs'

Our local services such as The Fire brigade and Community Police Officers also come out to the school regularly.

To enable our young people's views to be recognised and acted on we support our young people to gain advocacy. Overley welcomes advocates employed by external agencies and ensure they have whatever support, advice, they need to help relate and present the views of young people linked with transitions.

Our 'Calendar of Events' which can be seen in the documents part of our website sets out our programme for community involvement, parental involvement & support. This is updated termly.

Twice termly dates are set for 'Friends of Overley' meetings which are held in the Coach House. Siblings are invited to attend and often make good use of our cinema room. These sessions allow parents who have similar difficulties to talk and share. They also give us opportunity to share key information, ask for feedback, offer support/training, creating good working relationships.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

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From the moment a child starts at Overley Hall we are constantly developing their curriculum to ensure they reach their full potential. The curriculum is designed to meet the holistic needs of the child which will evolve as the child grows up. Our aim is to develop skills which will enable the young person to live as independently as is possible adulthood, having the skills to live a meaningful, active and happy life.

Great emphasis is placed on transitions here at Overley Hall School. All transitions are carefully planned for throughout school as pupils move from class to class and from phase to phase. Examples to help prepare a young person to become part of a new tutor group include:

- Most familiar teaching assistant to follow the young person to work either permanently in the new tutor group or for a period of time with a gradual withdrawal
- Gradually build up the amount of time spent with the new tutor group, from one hour up to fulltime over a period of time
- Tutor to work with the young person in their original tutor room to start the development of a relationship
- Meetings between tutor teams to share information and most effective strategies; Ensuring one page profiles are shared and targets are shared and agreed
- Creating a timetable which eases the young person gradually into the group, ensuring the curriculum continues to develop interests and strengths. Finding time for the young person to do familiar activities in the new tutor group
- Ensuring pupil continues to spend some part of his timetable doing familiar activities with familiar people
- Photo of young person to be displayed on the new tutor room door
- Structure to be put into their day immediately to help minimise anxiety
- Using functional analysis through the anxiety charts and when behaviours displayed are high, endeavouring to work out the possible triggers by considering the setting where the behaviours occurred, the possible triggers leading to the behaviours/anxiety, the actions and responses given when the behaviours occurred. This allows us to become, over a period of time, more proactive in our working practice and helps less familiar staff to learn effective strategies quickly

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- Extra training for the staff may be necessary

Parents/carers are consulted and informed of changes. They are given the opportunity to meet unfamiliar/new staff such as a new tutor and the team of teaching assistants who will support. They are also kept informed as to how the transitions are progressing by telephone, or email.

The views of young people are gathered through various methods including 'Talking Mats'. Overley Hall also encourages the use of independent advocates to express the views/aspirations of the child, to ensure they are listened to and acted on.

Students are increasingly supported in planning for their transition from school to adult life with great emphasis on the detail. Several multiagency meetings will take place, with several 'in-house' meetings to discuss the finer points.

For many students a '5 point Scale' is used to help show how the young person presents holistically and can be used to visually show progress. They can also be good indicators of where we hope the young person will get to providing they continue to progress at a similar rate.

We think very carefully about the outcomes for young people to ensure they support development which will enable them in their future adult life and support a more productive and meaningful life.

The curriculum aims to develop vocational skills and the attainment of accredited qualifications to help develop skills and knowledge to prepare for the next stage beyond Overley Hall School. Work experience offered is gradually increased both in duration and level of challenge, again helping to prepare for the next stage in life.

Young people are supported as much as is possible to make decisions about their future. Where appropriate students are supported to be involved in choosing the suite of programmes they will follow in key stage 4 and 5. This may involve taster days/sessions and completing an options form. This may not have meaning to some of our students, but those where it has are supported to make decisions. Parents are involved in this process during Annual Reviews and Parent Drop in sessions held monthly. An open door policy also exists, for parents to discuss changes, their preferences and /or concerns.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website on our own school offer for SEND and this links to the Local Offer www.gov.uk

Advice for parents

Advice for parents on matters linked to SEND & EHCOP transfers can be found at:

<http://new.shropshire.gov.uk/search/?start=0&s=parent+support+ehcp>

If you have any queries or require any additional information relating to this report please contact the Bev Doran - Head of School at bevdoran@overleyhall.com or Telephone 01952 740262

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