

Special Educational Needs 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: 0 to 25 years DFE January 2015 which we are committed to upholding. This policy has also been written in conjunction with guidance from:

- Equality Act 2010: advice for school DFE May 2014
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions Dec 2015
- National curriculum in England: framework for key stages 1 to 4 Dec 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards updated June 2013

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 Bradley Crook, Speech and Language Therapist Rachel Hawley, Occupational Therapist Lisa Thacker, Karen Jones (Therapy Assistant), Bev Doran Head of School (principal), Martin Barber (deputy 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, support active engagement in a curriculum for life and support their emotional wellbeing and address any needs for extra support around individual mental health needs. 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:

SEN POLICY

Policy: POL001

Reviewed: Summer Term 2018 and Published 20/07/17

Date to be Reviewed: 19/07/19

Page 1

-
- Education
 - Emotional wellbeing
 - Attachment and or Trauma
 - Personal wellbeing
 - Behavioural regulation
 - Social communication
 - Inflexibility of thought
 - Speech and language
 - Sensory issues
 - Fine and Gross Motor Skills
 - Developing vocational skills and independent living/life skills
 - Physical health

3 School aims:

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, emotional, 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 full 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

Special Educational Needs Policy

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

- Overley Hall School pupils will receive the provision set out in their Education Health and Care Plan or Statement of Educational Need if waiting to be transferred to EHCP
- 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
- Adults working around the child or young person identify and meet their individuals needs in regards to attachment, trauma, mental health and emotional wellbeing
- That school staff involve and work collaboratively with pupils, parents, guardians, care staff 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 person centred and outcome/target driven to help raise expectation and achievement
- Express needs and feelings using individual methods which may include: Verbal, Makaton, Symbols, PECs, AAC, Talking Mats 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

Special Educational Needs Policy

- For students to be able to make healthy choices as adults, have choice and control in their lives as an adult
- For students to be emotionally resilient to prepare them for the challenges adult life can present.

6 Objectives

- To identify and provide for all pupils with special educational needs
- To work within the guidance provided in the Special Educational needs and disability code of practice: 0 to 25 years DFE January 2015
- 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 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
- Attachment, Trauma and emotional wellbeing

7.2 Many of our young people will display difficult behaviour and some may be very challenging, 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:

SEN POLICY

Policy: POL001

Reviewed: Summer Term 2018 and Published 20/07/17

Date to be Reviewed: 19/07/19

Page 4

Special Educational Needs Policy

- 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 EHCP outcomes and short term targets to stretch young people
- Track progress towards these goals through a variety of assessment tools
- '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 and Theraplay (for nominated staff). Ensure staff understand the challenges faced by having an Autistic Spectrum Condition, but also to recognise student strengths
- Staff will have an awareness of attachment difficulties and receive support from Clinical Psychologist, Theraplay trained staff and also Nurture Group trained staff to meet individual needs
- 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/Asperger Syndrome and young people whom respond to a 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 those selected and 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, options groups, 1:1, community based work, in sensory rooms, hydro therapy, forest school, residential trips, day trips and separate where deemed necessary. Visits may be organised to enable students to have access to a wide range of specialist facilities to broaden the curriculum available i.e. supported college, supported work experience
 - 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 and/or Deputy 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 or trained teaching staff 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 and pupils also access online views for some ePEPs
 - 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
-

Special Educational Needs Policy

- 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, Termly EHCP Outcome review, 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, Statutory guidance on Supporting pupils at school with medical conditions Dec 2015.

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 time 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, PEP targets, IEP targets, AQA Unit Award objectives, OCR Life and Living objectives, SCERTS, various assessments associated with SLT, holistic progress observed in attention (Attention Autism), communication, coping and independence
- Progression through the 5 Point Scale
- Weekly student 'book scrutinise' to monitor the progression of learning taking place across the curriculum
- Termly internal moderation sessions to ensure standards are consistent across the school

Special Educational Needs Policy

- External moderation with linked schools
- 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, Accreditation Inspections/audits

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
- Theraplay (nominated personnel)
- Nurture Group (nominated personnel)
- Attachment awareness

12 Roles and Responsibilities

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
- Learning Coordinator
- 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

12.4 Responsibility for Therapeutic across education and care:

- Speech and Language Therapist
- Occupational Therapist
- Clinical Psychologist
- Therapy Assistant
- Learning Coordinator

13 Accessibility

13.1 Please refer to the School Equality Policy for Accessibility, Counter Bullying Policy, Behaviour Support Policy, Policy for the Education of Looked after and Children and Young People at Overley Hall School. These policies will be reviewed annually. All policies are available upon request.

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

Special Educational Needs Policy



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

Appendices

Pages 10 - 15 An anonymised CAPS Plan



Comprehensive Autism Planning System (CAPS)

Name _____

Special Educational Needs Policy

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

SEN POLICY

Policy: POL001

Reviewed: Summer Term 2018 and Published 20/07/17

Date to be Reviewed: 19/07/19

Page 12

Special Educational Needs Policy



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 symbol. She will	Use PECs to request an activity.	Reducing the choices to three. Provide the 'I want' Card. Make the three choices obvious.	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

SEN POLICY

Policy: POL001

Reviewed: Summer Term 2018 and Published 20/07/17

Date to be Reviewed: 19/07/19

Page 13

Special Educational Needs Policy

Time	Activity	Target Skills to Teach	Structure/ Modification	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalisation Plan
	stick it on an 'I want.....' care		Choice made with Learning Mentor in a 1:1 setting					
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 should be added to	Early reading skills Early writing skills Increasing vocabulary and speaking skills	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 modified mark maker.	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

SEN POLICY

Policy: POL001

Reviewed: Summer Term 2018 and Published 20/07/17

Date to be Reviewed: 19/07/19

Page 14

Special Educational Needs Policy



	her communication book		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

SEN POLICY

Policy: POL001

Reviewed: Summer Term 2018 and Published 20/07/17

Date to be Reviewed: 19/07/19

Page 15