



Underley Garden

Special Educational Needs Policy

Created:	2013
Reviewed:	September 2018, September 2019
To be reviewed:	September 2020

Rationale

We are committed to the highest quality education, therapy and care for pupils with SEN. This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.

The Ethos and Values of the School

At Underley Garden, we aim to make a positive difference to the personal, social and learning lives of the people entrusted to our care.

We make a difference because we:

- Remain committed to the development of the individual so that each student comes to experience life as a worthwhile enterprise
- Support the continuous development of knowledge, understanding and skills and believe that we never stop learning
- Unconditionally value every person and respect their dignity as a unique individual irrespective of their difficulties
- Nurture individual strengths and encourage students to approach challenges positively by developing their confidence, motivation, independence, self-awareness and sense of self-worth
- Adopt a holistic, person-centred approach to the development of our students and endeavor to ensure that they are enabled to overcome barriers to learning whatever and wherever these may be
- Never stop trying to encourage people to 'be the best that they can be'
- Work together with parents and a multi-disciplinary team to support individual needs of our students

The range of special educational needs that we provide for

Underley Garden is an Independent residential special school for young people aged 5 -19 years.

At Underley Garden we adopt a holistic person centred approach to the development of our children and young people, based on current theories and effective, evidence based methods of teaching.

All of our pupils have an Education, Health and Care Plan (EHCP), they experience significant barriers to learning due to complex learning difficulties and disabilities including difficulties associated with severe and complex learning difficulties, autistic spectrum condition, associated medical and health issues and mental health needs. At Underley Garden we aim to support children and young people in making the best possible progress in all areas of their development and in developing skills which will make a positive difference to their lives.

What is the main provision for students at Underley Garden and how is it evaluated?

In order to meet the special educational needs of our young people we:

- Monitor progress through a range of assessment methods on an ongoing basis
- Develop an individualised learning programme for each young person which builds on their strengths and interests and enables them to develop appropriate skills for the future
- Devise and implement specifically targeted interventions if a young person is not making good progress
- Differentiate teaching and learning approaches to reduce barriers to learning and ensure that young people are able to access an appropriate curriculum effectively and make the best possible progress
- Use resources effectively to support young people with additional needs
- Provide individual support from occupational therapists and speech and language therapists if appropriate
- Use a wide range of methods to support communication, including the use of augmentative and alternative means of communication this is from the section below
- Involve educational psychologists and therapists in reviewing progress and planning teaching programmes
- Work with outside agencies who provide specialist support and teaching for young people with SEN
- Actively involve the parents and carers of young people so that we can work together to support our young people
- Encourage active involvement of young people in all aspects of their learning provide ongoing training for all staff working with young people with SEN
- Ensure a positive and nurturing learning environment which promotes emotional resilience

Monitoring and Evaluation

A range of methods and approaches are used to monitor and evaluate progress including:

- Ongoing teacher observations of the young person in the daily classroom setting
- Records and evidence of the young person's work showing progress towards curriculum objectives
- Evidence of progress towards targets relating to EHCP outcomes
- Standardised assessment
- Discussion at an appropriate level with the young person about their progress
- Discussion with parents about the young person's progress
- Discussion with outside agencies about the young person's progress

All class teachers and other internal professionals take part in an ongoing process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement. A rigorous tracking system is in place to identify young people who are not making the required level of progress.

Teaching and Learning approaches

A range of teaching and learning approaches are used to ensure that all students make the best possible progress, these include:

- The school provides a broad, balanced and relevant curriculum (informed by the National Curriculum) which is differentiated to meet the needs of all students
- Each student follows a curriculum which is relevant and meaningful to them and specifically designed to build on their strengths and abilities and meet their individual needs
- Teaching and therapeutic interventions may take place in whole classes, small groups or individually
- We have small teaching groups which allow the staff to focus on the needs of each individual learner
- At key stage 4 students follow a range of accredited courses: GCSEs / AQA accredited units / Entry Level / Functional Skill Awards
- From Key stage 4 onwards, young people are supported to develop their skills and expertise in their chosen career progression pathway
- Teachers, learning support teachers, therapists and psychologists work together to ensure that students make the best possible progress in all aspects of their learning and development
- On-going assessment measure and plan for progress and to provide additional support when areas of difficulty are identified
- Personal and social skills are proactively taught and nurtured across all areas of the curriculum to encourage the development of confident, sensitive and independent young people
- Explicit teaching of key areas including communication and interaction skills, social and emotional understanding, personal organisation and study skills, PHSCE and citizenship, Pupils' individual needs are regularly assessed and teaching approaches reviewed within a robust school system.
- Regular meetings of key members of staff focusing on individual students provide an opportunity to reflect on progress and continuously adapt the teaching and learning approaches being used to maximise progress
- Termly joint target setting meetings are held in collaborations with our therapy team, parents/carers and the young person.

Evaluation

Pupil are baselined on arrival and progress is carefully monitored through regular review of their personal development plan, using monitoring systems such as Classroom Monitor and the MAPP assessment framework, which uses The Continuum of Skills Development for recording progress.

Assessment and monitoring through NC levels have recently been replaced within the school assessment policy, with the cohort previously working at this ability level now being assessed through the 'Rising Stars' Progression Framework. Student progress is evaluated against the expected rates of progression within a 'Stage' throughout the academic year.

Comparisons are made against the national averages of one stage per year. This enables us to make 'value added' judgements where cohorts have made better than expected rates of progress against these rates.

Our policy for the assessment of students attending the school and the identification of SEN

Every child or young person placed within Underley Garden completes an assessment within the first 16 weeks including assessment by psychologists, speech and language and occupational therapists. Following this a detailed report is provided and discussed with the child or young person, carers and other professionals, and where appropriate, individual therapy actions agreed and disseminated. Regular reviews take place and in addition any member of staff can make a referral to the Health and Therapy team if they feel further specialist expertise is required.

Support for developing emotional and social development

At Underley Garden all members of the school community treat one another with respect:

- Everyone has a right to feel welcome, safe and included; no-one should be bullied, threatened or left out in any way.
- Everyone should understand and accept that members of our school community come from many different backgrounds and cultures and this makes our school an interesting place in which to learn.
- We do not make comments or jokes that make others feel uneasy or unhappy or make fun of people's differences, be it their race, gender, class, sexuality, ability or appearance.

Our code of conduct is very important as it sets the standards of behavior that we expect of every member of our school community. However, we recognise that due to their specific needs this standard is a challenge for some.

Our aim is to support students to developing an appropriate standard of behavior and to enable them to manage their own behavior in a socially appropriate way. Our behavior management policy sets out the steps used to achieve this and the consequences if behavior falls below expectations. All staff are proactive in praising and rewarding positive behavior and work to eliminate undesirable behavior such as rudeness, aggression and bullying

Staff expertise and development

- Staff receive and implement the advice and recommendations of a range of professionals of relevant to each student's specific needs
- Qualifications and compliance with professional standards are regularly audited through supervision and performance management procedures.
- Staff details and qualifications can be viewed in the prospectus and on our website
- Underley Garden is a learning community and members of our community learn together.

- Staff access a range of external training programmes to support their professional development
- Ongoing professional development is promoted within school through practitioner research, peer mentoring, whole staff training days and focused training for specific groups of staff. All care staff will attain an NVQ Level 3 qualification on taking up post
- Policies and procedures for child protection are securely in place and all staff receives regular training to ensure practices are of the highest standard.
- Staff development is supported through regular appraisal and performance management

Medical arrangements

In order to ensure that the health and medical needs of our pupils are met at school we have a school nursing team who co-ordinate all matters relating to the health and medical needs of the pupils. A health care plan is produced for each pupil which details the provision required to meet their needs. Medical records are kept for all our pupils. A member of the nursing team meets with parents and carers when their child is admitted to the school in order to compile their medical history. The Nurses oversee the administration of any medication necessary for the pupils at school. Our residential pupils are registered with the doctor at Kirkby Lonsdale Health Centre. The nursing team are able to arrange for routine immunisation to be carried out. The school has a number of qualified first aiders to provide emergency aid.

Arrangements for consulting and involving parents and carers

We value the contribution parents and carers make to the progress of our students and involve them in a range of ways including;

- Initial parental visits to school
- Placement meetings on entry
- Initial Placement review meetings
- Regular communication via home/school and care / home books for information exchanges and key messages
- Three school reports a year
- Joint target setting each term
- Annual Review and EHCP review meetings
- Interim Review meetings if required or requested
- Twice annual surveys of parent's views and opinions
- Open Events
- Arts Events
- Summer Ball

Consulting students

All children and young people in our school are treated with dignity and respect.

A personalised approach to the curriculum is adopted for each student across all phases to ensure that they can access learning and experience success. We consult with students in the following ways:

- High staff: pupil ratio enables constant mentoring with familiar consistent adults there to listen and be proactive about pupils views, wishes and opinions
- The School Council involves students in making suggestions and decisions about every day school life
- Teachers support pupils to make their views clear when EHCPs are reviewed
- The speech and language therapy team support students to develop communication their views using their preferred communication style and a range of approaches including assistive technology, symbols and talking mats.
- Surveys of student views are completed twice annually
- All pupils and young people, from Y9 onwards, have access to a Personal Advisor from Cumbria Inspira who give advice and guidance about education, careers and future choices

Concerns and complaints

Any parent or carer who has a concern or complaint should discuss the matter with a member of staff and/or refer to the Principal/Head teachers. We hope to resolve any complaints quickly and informally. However, where this is not possible, we have a formal complaints procedure which is followed in such circumstances. Copies of the complaints procedure can be accessed from the school's website

Hard copies are available to any parent or carer on request. Parents also have a right to take their concern or complaint to Ofsted:

Ofsted, Compliance Investigation Enforcement Team
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA
Tel: 08456 404045

Involving other Professionals

Underley Garden is fortunate to have a wide range of staff working together within the school to support the children, young people and their families. Most are employed directly by the school. This includes teachers, teaching assistants; speech and language therapists and occupational therapists. Administrative staff are also school employees as are catering, domestic and residential care staff. The school also has two consultant educational psychologists and a consultant child and adolescent psychiatrist.

Underley Garden also works collaboratively with professionals from other agencies such as colleagues from CAMHS; health; Clinical psychologists; social care; educational psychologists; targeted support teams and SEN officers from placing authorities all of whom provide training and / or advice on individual pupil's needs.

Transport to school is organised by the placing Local Authority not the school. Transport staff are employed by the transport companies.

Supporting students in transferring between phases of education or in preparing for adulthood

All transitions are well planned for throughout the school as students move from class to class and phase to phase. The Year 9 Annual Review has a statutory Transition Plan as part of the procedure to make arrangements for post - 16 provision. Transition is a key part of all following reviews and in addition specific transition meetings take place as required.

The review in Year 11 confirms and amends plans for post 16 education and life after school.

Careers Education and Guidance naturally forms an essential and more substantial part of the curriculum as a pupil reaches the final years of schooling. Much time is devoted to working with pupils to develop the skills they need to pursue future educational and vocational opportunities. Work experience and visits to Colleges of Further Education are arranged and there is extensive liaison with parents and personal advisors.

Further details of the post 16 provision offer can be accessed via the school.

Independent advice and guidance provided by a representative of Cumbria Inspira who gives advice and guidance about education, careers and future choices.

Progression routes of recent leavers from Underley Garden have included university; FE colleges; training schemes; employment; specialist residential settings and voluntary work.

Publication of information on the students placing authority's local offer

The school currently works with 18 placing authorities. Each of the local authorities are required to publish their local offer which should be found via the councils' website SEN page. Underley Garden local offer for SEND can be downloaded from the 'downloads' section of the home page on the school's website.