

Queensmill School

Policy for Special Educational Needs

This policy follows the statutory guidance for SEN policies laid out in the Code of Practice for SEN, DfES 581/2001.

Basic information about the school's special educational provision

The admission criteria of the school require that each pupil admitted has a diagnosis of ASD (Autistic Spectrum Disorders) or is admitted to school pending an assessment, and that they are also those children who are functioning significantly below age-related expectations. The SEN policy is therefore to meet the need of all of our learners with ASD by training of staff and creating physical environment and structures in which such children can learn. This will include staff knowledge of the following systems and this being transferred into their practice:

- PECS (Picture Exchange Communication System)
- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)
- Sensory Integration Activities (SIA)
- SCERTS (Social Communication, Educational Regulation, Transactional Support)
- Sign-Along signing and symbols
- Intensive Interaction
- Team Teach (physical intervention)
- Differentiation of the National Curriculum and its assessment

In addition to having ASD, some of our pupils have additional disabilities, disorders or medical needs that the school meets. These may include dyslexia, dyspraxia, ADHD (attention deficit hyperactivity disorder), bowel disorders or epilepsy, etc. Each child has an Individual Education Plan (IEPs) that outlines their current educational targets. Children who need it have a detailed Behaviour Plan, and others have a Health Care Plan or Protocol.

The main school, early years, primary and secondary (2+ - 19 years) is in our wonderful purpose-build school building at 1 Askham Road, Shepherd's Bush, W12 0NW.

In September 2011 we opened a new unit within a local mainstream primary school, Fulham Primary Queensmill Unit, which caters for 30 pupils who need a similar autism-specific class structure as Queensmill but also who can take advantage of the opportunities available to them in being on a mainstream site within an autism-aware school. We opened our second unit at Fulham College Boys (Q4@FCB) in 2013, in 2015 we opened our third unit at Fulham Cross Girls (Q5@FCG) and in 2017 our Post-19 provision at Options Day Centre. The children and young people in these

mainstream units also have a medical diagnosis of autism, but are able to cope with a more stimulating environment and are more confident and able socially.

Information about the school's policies for assessment and provision for all pupils with SEN

The school is funded by the London Borough of Hammersmith and Fulham who are also the admitting authority. The budget is defined by a maximum place number of pupils (currently 130 in the mains school and 50 in the units) and by a banding system defining their level of need. The funding formula is sufficient to provide adequate staffing ratios for the needs of most students, but very occasionally an individual pupil's needs are so great that their borough provides funding over and above the formula to enable the school to meet their needs and to keep them and their peers safe and well. This may possibly be for a short period of time.

The school follows all subjects of the National Curriculum and Religious Education, but differentiates these subjects to meet the learning needs of our pupils with ASD and generally teaches them at levels below age-related expectations. It places great importance on the outcomes of "Every Child Matters": staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

Pupils' needs are identified before entry by their Statement of SEN, and IEP targets flow from that assessment. Teachers assess progress in learning throughout the year, aided by therapists and support staff. This progress is reported to parents and carers termly through meetings with parents or carers and annually through the annual report and annual review to each parent or carer. The school has a link Educational Psychologist who will offer advice and support regarding new pupils or pupils whose needs are complex. The school makes good use of the specialist experience of the local CAMHS (Children and Adolescent Mental Health Services) as and when needed. The full time Speech and Language Therapy Support provides work with groups of pupils and support and development work with all staff. The school employs its own full Occupational Therapists who lead the school in our low-arousal approach and our Sensory Integration Approaches.

Overall progress of cohorts of pupils is reported to Governors annually. Since all of our pupils have a statement of special educational needs, we report all pupils' progress to governors each year, showing through our tracking mechanisms whether the child is making above expected progress (the majority of our children fall into this category according to our data analysis) whether they are making expected progress (a large minority) and those who are making less than expected steps of progress.

Any complaints are dealt with through the usual arrangements: in the first instance to the class teacher, then to the Headteacher, or to a Governor or LA.

Information about the school's staffing policies and partnership with bodies beyond the school

The school has two major foci for staff training: autism, and subjects of the National Curriculum. Additionally, Senior Managers will ensure that they are trained in all statutory aspects of the school, e.g. finance, the expectations of Ofsted, Safeguarding and Child Protection, LEA initiatives, etc.

The school makes use of the following support services for SEN apart from its own in-house Occupational Therapists:

Speech and Language Therapy (full time provision at the school), and visiting Educational Psychology Services (9 sessions per year). The school employs a musician who uses therapeutic and motivational strategies with groups of children and with individuals.

The school has an Outreach Service to provide training and support for schools in the borough. This comprises one Senior Teacher for Primary and one for Secondary. This is funded largely by the Local Authority, to support the schools in the borough in the education of their children with ASD by providing support, guidance, modelling and training. Additionally, this service has set up local focus and support groups for parents of children with ASD who attend mainstream schools, and plans with mainstream schools to help them to set up autism friendly provision within their school.

Parents and carers are regarded as vital partners by the staff of Queensmill School. There is a home – school book that travels to and fro daily, and we are hugely supported by those parents who write in the book and let us know what is going on for the child at home. We enlist their partnership through the following activities: PIP writing and review, parent/carer consultation evenings, parent/carer network and training groups, supporting school journeys and educational visits, fund-raising, buying and making resources, celebrations. The Friends of Queensmill, a charity made up of parents/carers, is active in raising funds for the school, providing food for parties and special events and organising occasions such as the annual Fun Day. Friends support parents of the school wherever possible. Pupils' achievements are reported to parents and carers and to governors annually (see above).

Senior and Middle Managers carry out robust and relentless classroom monitoring to ensure that teaching and learning remains at an outstanding level. This, too, is reported to governors.

All pupils have a transition review of their progress in Years 5 and 9 where the meeting can discuss likely placements at Year 7 and 11 and begin to work towards that. The school plans to open another unit in a mainstream secondary school in September 2015, as well as a 19 – 25 unit, allowing a further layer of choice for parents of children and young people with autism in the borough.

The school has links with child health services, social services and educational welfare services as well as voluntary organisations which work on behalf of children with autism. The Head is the school's Special Needs Co-ordinator (SENCO).

Last reviewed by governors summer 2015

Reviewed: Jan 2016 *F Adu*

Policy reviewed – March 2019

Reviewed by *F Adu*.....

Date for next review – March 2020