



# Queensmill School – SEN Policy



<b>Approved by:</b>	Freddie Adu	<b>Date:</b> March 2022
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<b>Last reviewed on:</b>	March 2022
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<b>Next review due by:</b>	March 2024
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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 children who are functioning significantly below age-related expectations. The SEN policy is therefore to meet the need of all children and young people (CYP) with ASD by the coordination of highly trained, motivated and well-resourced staff to create a low-arousal learning environment 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
- SoSAFE!
- Intensive Interaction
- Team Teach (physical intervention)
- Social Thinking
- Differentiation of the National Curriculum and its assessment
- Zones of Regulation

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 attending has an Education Health and Care (EHC) plan from which is created a Personal Learning Plan (PLP) that outlines their current educational targets. All children have a detailed Emotional Regulation Support Plan, and others have a Health Care Plan or Protocol.

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

The school converted to Academy status in June 2021 and joined The Queensmill Trust. It is part funded with element one funding by the Education and Skills Funding Agency and receives the remaining 'top-up' funding from placing Local Authorities. The School is situated in the London Borough of Hammersmith and Fulham who are also the admitting authority. Queensmill School has an overall capacity to meet the needs of approximately 250 CYP aged 3 – 19. The annual budget is determined each year by the number of CYP on roll and the funding this attracts. The vast majority of the budget is dedicated as ratio of adults to children is high given the significant cognitive, communication and sensory needs of most students. A typical classroom for example would comprise nine students, one teacher and four or five teaching assistants

The school population is organized into a range of provision according to the predominant needs of children. At the present time this is as follows:

- 150 students at the main site in Shepherds Bush (more complex cohort)
- 30 places at a resource base at Fulham Primary School, Halford Road, Fulham
- 60 places for secondary-aged children at Fulham Trust Academy, Kingwood Road, Fulham

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 cognitive and communication needs of autistic pupils whose attainment is typically well below age-related expectations. Teachers and support staff plan and deliver lessons which are highly bespoke according to the needs and special interests of CYP and aim to make learning as functional and meaningful as possible for students. The focus on making learning functional is framed within the context of Preparation for Adulthood, given that many of our YP will not attain national qualifications like GCSE and A Level.

The curriculum also 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 Educational Health Care Plan (EHCP), and PLP targets flow from that assessment. Teachers assess progress in learning and autism 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 use of the expertise of CAMHS (Children and Adolescent Mental Health Services) as and when needed. The Speech and Language Therapists support communication for individual and groups of CYP support the development of staff to gain competence and confidence, assisting autistic children communicate. 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 EHCP, we report all pupils' progress to governors each year, tracking progress and attainment carefully using the bespoke assessment system designed within for the school to capture the academic and autism (self-management) progress of each child. We assess 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 Executive Headteacher and then to a Governor or trustee, depending on the stage of the complaint.

### **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. Staff are highly trained in the range of autism-specific transactional supports listed at the beginning of this document and the senior team monitor the quality of delivery of each of these so that these support learning and progress for all CYP within the classroom and beyond.

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

The school has an Outreach Service to provide training and support for schools in the borough. This comprises one Assistant Headteacher and 7 highly qualified and experienced teaching assistants. This is funded largely by the Local Authority, to support the schools in the borough in the education of their children with autism by providing support, guidance, modelling and training. Additionally, this service has set up local focus and support groups for parents of autistic children 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 at Queensmill School. There is a home-school book that travels to and from, 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: PLP 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. Pupils' achievements are reported to parents and carers and to governors annually (see above).

Senior Managers carry out frequent formal and informal classroom monitoring to ensure that teaching and learning remains at a very high standard and enables CYP to progress and achieve. 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 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 of School is the school's Special Needs Co-ordinator (SENCO).