



Spa Education Trust SEN Policy

Spa Education Trust provides excellent education and opportunities for young people with autism.

Our pupils:

- Are happy, safe and healthy
- Develop their independence and communication while learning and achieving
- Are ready for the future.

At Spa, we provide for the education, support and guidance of all our students according to their individual needs.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

An overview of SEN provision at Spa

Spa is a specialist provision for children with autism consisting of a Secondary school in Bermondsey and Primary and Secondary school in Camberwell. All pupils have a primary diagnosis of autism, however many pupils have additional needs including moderate or severe learning difficulties, dyspraxia or literacy difficulties.

We aim to:

- Foster the academic and personal potential of each student
- Encourage students to become active learners so that they are equipped for and see the benefit of life long learning
- Provide a calm, secure and appropriate learning environment
- Work in collaboration with parents and carers
- Be part of the local and wider community
- Achieve successful transition for each student to the next stage of learning, employment or future life
- Ensure all staff are appropriately trained, knowledgeable and skilful

Staff at Spa recognise the individual needs of each student and work hard to ensure that every pupil makes progress across the curriculum and towards their EHC plan targets.

The Senior Management Team at each school ensure that the provision as listed in each pupil's EHC Plan is implemented and delivered. This is reviewed as part of the Annual Review process each year.

Target Setting at Spa Bermondsey

Individual targets are set weekly for each student in:

- Number
- Reading
- Writing
- Communication

Individual education plans (IEPs) are written and reviewed termly and identify targets to develop

- Independence
- Communication
- Aspirations

Target Setting at Spa Camberwell

Every child has a Personal Learning Plan. Individual targets are set weekly in

- Number
- Reading
- Writing
- Communication
- Independence
- Emotional Wellbeing & Social Skills

Targets are matched carefully based on outcomes and provision identified in each student's Education, Health and Care Plan.

At both schools, the environment is autism friendly and the curriculum is taught in a way that is accessible for such learners.

Staff training

All staff are trained so that they are aware of the best way to present the curriculum, to deal with anxieties and behaviour and provide a calm and low arousal environment.

Staff training is provided to develop the most effective approaches to support all students' needs. As well as a 6 week induction process, all teachers attend weekly teacher development sessions and teaching assistants have training sessions on average every 3 weeks. Training focuses on a range of strategies including supporting communication needs, use of TEACCH and ASD specific strategies to develop independence and implementing sensory diets as well as ways to support pupils with emotional regulation.

Many students with ASD display challenging behaviour. All staff receive training in positive behaviour management as well as certified training in safe physical interventions. Students with challenging behaviour will also have a Behaviour Management Plan which is agreed with the parents and, wherever possible, the student.

Information about the school's policies for assessment and provision for all pupils with special educational needs

Resources are allocated among students according to the needs described on their Education Health and Care Plans. Each class has a high staff-student ratio. Where students' needs are beyond the general needs of our students, the school tries to place additional staffing into that group. Classroom resources are available for the teaching of each subject. Additionally, the school tries to purchase resources to support the particular learning needs of its students.

If a pupil needs additional support, we will consult with a range of professionals including Speech and Language Therapists, Occupational Therapists and Educational Psychologist to determine if there is an additional learning need and ensure their EHC Plan reflects the provision they require.

How needs of pupils are identified and reviewed

As part of the transition process, when students join us, information is collected from their previous school, from their parents or carers, and from our own observations. Prior to transition, where possible, Spa staff will often visit the previous school and observe the students and talk to the adults working

with the child. All parents/carers are invited to visit Spa and new students spend time in school in the summer term to meet the staff who will be working with them.

All students have an EHC Plan defining provision and outcomes. Termly targets are set to ensure that pupils make good progress towards their outcomes in their plans. All staff are aware of targets for each student, and parents/carers are consulted when setting targets.

An Annual Review of the EHC Plan is held each year to report on students' progress. Parents/carers, class teachers, the speech and language therapist, health professionals and social services contribute reports if appropriate. Any changes to targets or provision will be made jointly at this meeting and submitted to the relevant Local Authority for the Plan to be updated.

All teachers prepare an annual subject report for each student in the summer term to review their progress during the year, and parents/carers have the opportunity to discuss this with teachers at a parent/carers' consultation evening.

All pupils have access to a broad and balanced curriculum, including the National Curriculum, Religious Education (RE) and Relationship and Sex Education (RSE). The school gives a large amount of curriculum time to Personal, Social, Health and Economic education (PSHE) where students address issues of health and personal care, but where they also address issues relating to their autistic behaviours. These are also taught through social skills groups with the speech and language therapist, and reinforced in all areas of the school day.

Trustees receive updates of developments in all subject areas. They have information about pupils' progress within the curriculum and against their Individual Education Plan targets. They receive information on the views of students, parents and carers shared at annual reviews. Trustees are encouraged to make school visits, to link with a particular subject and to meet with the subject leader. They will be kept up to date with outcomes of classroom monitoring in the school.

Support for improving emotional and social development

Mental health and wellbeing is a priority for all staff at Spa. We recognise that pupils with autism are at risk of developing poor mental health. We employ an art therapist and dance and movement therapist and identify those pupils who would benefit from such intervention.

We use the Zones of Regulation to support the development of emotional resilience and regulation and use strategies such as mindfulness to support pupils develop independence in these areas.

Pupil happiness is at the core of all we do and all pupils have a termly aspiration target. We have completed various *happiness projects* through

PSHE and the Senior Management Team identify pupils at risk of disengagement and support class teams to put plans in place.

Evaluating the effectiveness of the SEN provision

Pupil data is scrutinised on a termly basis by each key stage Assistant Headteacher and on an annual basis when reporting to Trustees. Those pupils at risk of not making good progress are identified on a termly basis and a range of interventions are implemented and monitored to see if they are effective. Interventions may include: the use of technology to support pupil engagement, additional time or changing timing for core subjects, use of specific interventions to support literacy and numeracy skills, adapting the class or working environment, increasing sensory diet strategies, reviewing the communication devices in place.

Progress towards EHC Outcomes is reviewed on a termly basis by the Key Stage AHT and on an annual basis at the pupil Annual Review. As part of that meeting, progress is judged as expected, below or above expected and actions and recommendations are generated.

The Senior Management Team regularly review behaviour data across the school and support specific families and pupils as required.

Staff, pupil and family surveys are conducted annually and actions and recommendations are collected and shared.

The School Development Plan captures these priorities and is reviewed on a regular basis.

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

The Trust has a full in-service training programme which always focuses on the students in the school and therefore is always with regard to their special educational needs.

The Trust makes use of the following support services available to them:

- Speech and language therapy
- Occupational therapy
- Social services and Family Early Help
- School nurse
- Educational Psychology
- Child and Adolescent Mental Health Services
- Educational Welfare Service

The Trust works hard to build positive links with parents and carers. To this end, the Trust's practice is to promote open communication through:

- Having class teachers available for requested meetings
- Coffee mornings

- Parents/carers evenings
- Annual reviews
- Spa Community activities once a term (COVID permitting)
- Keeping parents/carers informed of changes in school life

The Trust also works with a range of external professionals to support pupils and their families. We have links with a range of health services including:

- Speech and Language Therapists
- School Nurse Team
- Dental Inspections
- Immunisation Team

We also have links with social care:

- Child Protection Issues
- Looked After Children
- Southwark All Age Disability Team
- Southwark Transition Team
- Family Early Help

Further information can be found in our SEN Information Report which is updated annually.

This policy is updated annually and is due to review in September 2022