



SEN Policy

1. About Inscape House School

1.1. Inscape House is a special school for children with language and social communication difficulties including autism and Asperger's syndrome, all of whom require a curriculum which accommodates their individual learning difficulties. While each of the pupils served by Inscape House is unique, they share a common pattern of difficulties characteristic of what has become known as the 'autism spectrum'.

1.2. Children, including children with autism spectrum conditions (ASCs) learn through their total experience. This policy is intended to guide what pupils do, what staff do, and how the service as a whole attempts.

1.3. Values

It is our belief that young people with an autism spectrum condition, like all other children, learn best when they:

- are happy
- are interested and motivated
- achieve success and gain approval in a way that is meaningful to them
- are given tasks which match their abilities
- clearly understand the task
- are confident and secure
- are provided with an appropriate level of challenge and stimulation.

Inscape House is committed to enabling children and young people with to learn effectively and make progress and achieve their potential by using approaches and support that takes account the differences in the way individuals with ASC think and learn.

2. Objectives of the policy

2.1. To ensure that pupils have access to a broad and balanced curriculum that is differentiated to recognise their individual needs and ability

2.2. To ensure that additional learning medical and emotional needs are identified and steps taken to address these

2.3. To ensure an effective and well-managed learning environment in which the individual needs of each child can be met

2.4. To encourage pupils to become independent and to recognise their strengths and potential

2.5. To assist pupils understand their ASC and develop mechanisms for self regulation

2.6. To encourage partnership with parents through regular and effective communication, information, support and advice and opportunities for parents to participate in the life of the school and shaping its future.

3. Responsibilities

- 3.1. The Governing Body will appoint a governor with responsibility for SEN who will ensure that the full governing body is kept informed about how the school is meeting its statutory requirements and the effectiveness of the schools support for pupils with additional needs
- 3.2. The Headteacher has taken on the role of SENCO and is responsible for ensuring that the school meets its statutory obligations, for example in relation to annual reviews, transition plans
- 3.3. The headteacher is responsible for ensuring that all staff have appropriate skills and training to enable them to work effectively with pupils with ASCs following the ASC Training Framework.
- 3.4. Teachers are responsible for differentiating the curriculum for each pupil in their class and recording and monitoring progress.
- 3.5. All staff must ensuring that the way they work with pupils reflect the pupil's identified special educational needs, IBP and risk assessment and uses agreed autism specific approached

4. Admission arrangements

- 4.1. Attendance at Inscape House is not dependent, however, upon a diagnosis or level of attainment, but upon a common pattern of special educational need, including:
 - ◆ the need for a broad curriculum with an emphasis on the development of communication, social and independence skills
 - ◆ the need for structure in the teaching approaches adopted
 - ◆ the need for consistency of approach and continuity within and between Key Stages
 - ◆ the need for work to be conducted individually or in small groups with a high staff/student ratio
 - ◆ the need for access to speech and language therapy at an appropriate level.

4.2 Criteria

Given the variability in the pattern of difficulties displayed by young people with

autism spectrum conditions it is not possible to apply strict criteria for admission, the individual needs of the young person and the school's ability to meet them having to be considered in each case. However, factors that will be taken into consideration in the process of reaching a decision about admission include:

- ◆ the young person having recognised problems within the 'triad of impairments'
- ◆ the young person having the pattern of special educational need outlined in the introduction to this policy
- ◆ the young person being of an age appropriate to the Key Stage where there is a vacancy
- ◆ the appropriateness of the child for the class group(s) in which there is a vacancy
- ◆ the presence and level of challenging behaviour presented by the young person in their current context

Contraindications for placement would include:

- ◆ assessment that the young person's difficulties are such that his/her needs could be met in a less specialised setting, e.g. a mainstream school with support.
- ◆ assessment that the child has severe learning difficulties; that the aspects of autism observed are relatively mild and secondary to the learning difficulty; and that the child's needs could be met in a less specialised setting, e.g. a school for children with severe learning difficulties.
- ◆ the presence of additional needs over and above those normally found in pupils with an autism spectrum condition, which the school could not meet.
- ◆ assessment that the young person's challenging behaviour is at a level such that his/her needs could not be met in the first instance without additional staffing and/or alterations to the existing teaching/therapy arrangements to the detriment of other pupils.
- ◆ an excessive journey time between home and school.

4.2. The school is committed to working in partnership with both parents and LA officers to secure the effective placement of pupils at the school

4.3. The Admission procedures will depend on whether the placement discussion is initiated by the LA or parent but will usually generally involve

- ◆ A visit to the school by parents
- ◆ A review of information about the pupil including statement and assessment data
- ◆ A visit to the school by the prospective pupil
- ◆ An observation of the prospective pupil in the current school and discussions with the Head, SENCO and class teacher
- ◆ Discussions with the LA SEN team to ascertain their views on placement

- ◆ A review of all the information about the pupil by the SLT and consideration of what provision could and should be made to accommodate his/her needs
- ◆ A decision about whether the school can meet the identified needs conveyed to the parents
- ◆ A formal offer of a place including start date and fees

4.4. Parents who want a place at Inscape House but are refused by their LA, can expect the school to offer information and support providing that the school believe Inscape would be an appropriate placement. The Family Liaison and Support Worker will maintain contact with the parent and signpost avenues for support and advice including the relevant Parent Partnership Service. The School will provide written information about what it can offer to the parent and will-if required attend the Tribunal as a witness. However the school will not advocate directly for the parent at a Tribunal.

5. Identification and review of pupil needs.

- 5.1. Pupil's needs are identified initially through the Statement of SEN prior to placements
- 5.2. After admission there is a term's assessment period during which a detailed assessment is carried out that both acts as a baseline for the assessment of progress and informs provision, programme and targets as well as the IEP IBP and Risk Assessments. The IEP and targets cover both academic and autism specific areas
- 5.3. There is ongoing assessment by teachers and therapists of pupil progress in national curriculum subjects and against their autism specific targets
- 5.4. Pupil progress is reviewed by the SLT at least termly who also review IEPs and IBPS
- 5.5. There is a formal annual review and report to parents and the LA in line with statutory requirements

6. Specialist SEN Provision

6.1. Access Programme

- ◆ this group services young people with primarily with Asperger's Syndrome and HFA . Most pupils have been previously excluded or withdrawn from school and may have had long periods out of school
- ◆ the Access Programme offers individual and group learning using highly differentiated and personalised programmes based initially on the young person's interests
- ◆ the aim of the programme is to assist the young person re engage with education and - depending on their age - transition back to a mainstream school, move on to sixth form college or move into the general classes within Inscape

6.2. Support for Learning

- ◆ the school employs a team of speech therapists and maintains the ratio of 1:15 pupils as recommended by the Royal College of Speech and Language Therapists
- ◆ The school is developing its Occupational Therapy service has 1fte OT and is committed to extending this if funds are available . The OTs have or are working towards recognised sensory qualifications
- ◆ The school has a consultant Educational Psychologist and access to the Trust's Clinical Psychologist
- ◆ Play therapy, counselling and CBT can be arranged for pupils with other services within the Trust or with local partner voluntary organisations.

5.3 Accommodation - The school has

- ◆ a sensory room, ball room and a range of small 1:1 teaching areas
- ◆ secure play areas including soft surfaces , an adventure play ground, a bike track and extensive ground and grass areas
- ◆ raised beds and horticultural area
- ◆ specialist rooms for art, science, food technology and ICT and a library
- ◆ disabled toilets and a lift in Crossley Gaddum
- ◆ rooms for speech therapy and occupational therapy

5.4 Inclusion of vulnerable pupils.

- ◆ By differentiating the curriculum offer and method of delivery the school ensures that all pupils are included and that there are no barrier to their learning
- ◆ The school is aware of the impact of bullying on pupils with ASCs who are vulnerable and strives to help the people understand their difficulties and promotes positive views of individuals with ASCs and their contribution to society

5.5 Support for pupils with additional needs

5.5.1 Pupils with Medical Needs

- ◆ Pupils with medical needs have a school health plan and the SENCO ensures that staff have the relevant training to meet the child's needs
- ◆ The school takes particular care of pupils with Asthma and has an asthma policy

- ◆ Staff are training in epilepsy management and where necessary intimate care
- ◆ the Administration of Medicines Policy sets out the arrangements for pupils who need to take medication while at school and key staff attend Together Trust training on the Admin of Meds.

5.5.2 Additional Learning Difficulties

- ◆ Where additional needs are identified in the statement the SENCO ensures that staff are made aware and have the necessary understanding, skills and resources to meet the needs

5.6 Teachers and therapists are aware of the range of additional needs that children with an ASC may have . If they suspect a pupil may have an additional need not previously identified the SENCO must be informed and the EP requested to undertake an assessment and offer advice xxxxxxxxxxxxxx

6 Allocation of resources for vulnerable pupils, those with SEN or who are disabled.

- ◆ Pupil places are funded by LAs who are invoiced by the Trust on behalf of the school
- ◆ The fee levels are set annually by the Trust following consultation with the Headteacher and governors unless they are predetermined under a framework contract
- ◆ The banded fees reflect the complexity of the pupils' needs, the programme offered and any additional input such as higher than average levels of therapy or individual support
- ◆ Any changes proposed in fees for individuals are discussed with the LA - generally at an Annual Review and agreed in writing and included in a revised IPA

7 Evaluating the success of provision.

7.1 The effectiveness of the provision is evaluated through the school self assessment in which staff and governors are involved annually

7.2 Governors monitor key indicators such as attendance, incidents , pupil progress and the observation of teaching and learning. These are reported by the Headteacher and designated governors are involved in monitoring assessment and teaching and learning

7.3 The school in part of the NAS Autism Accreditation process and has accredited status. The school undertakes a self assessment and develops an action plan following an accreditation visit.

8 Complaints procedure.

8. 1 The school has a complaints procedures that is lodged on the school website

8.22 The complaints policy meets statutory requirements for non maintained special schools .

9 In service training.

- 9.1 The school undertakes an annual audit of training needs and identifies a programme of school and individual training linked to appraisal and performance management and the school improvement plan
- 9.2 The school has a training framework to ensure that staff have a sound understanding of autism and effective evidence based approaches
- 9.3 Staff are encouraged to take autism specific qualifications including post graduate certificates and diplomas and will be supported by the school
- 9.4 Staff are encouraged to become involved in the Trust programme of seminars and workshops on autism and to join Network Autism

10 Links to support services agencies and schools

- 10.1.1 The School works with the SEN Teams and LA Psychology Services or all the placing authorities and with CAMHS teams
- 10.1.2 The School has a Connexions officer from the host LA and makes links with IAG services on placing authorities
- 10.1.3 Inscape House has links with other schools within the Together Trust and shares training and expertise. The school is a member of NASS and through this has links with many similar schools
- 10.1.4 Inscape is a long term member of NAS Autism Accreditation and its senior staff are on the Accreditation Board, lead Accreditation visits and are team members. This is an excellent way for school leaders to see practice in other schools and make links with other leading schools.

11 Working in partnership with parents.

Parents are supported by the Family Liaison & Support Worker who runs a workshop programme, parents' groups & family activities & leads person centred planning sessions. Trained sleep counsellors who work with parents at home to modify pupils' sleep patterns with life changing results for many families