



BEVERLEY SCHOOL FOR PUPILS WITH AUTISM

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Updated: October 2019
Approved by Governors: November 2019
To be reviewed: November 2020

BEVERLEY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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A. BASIC INFORMATION

1. Objectives of the provision

Pupils attending Beverley School have Education, Health and Care Plans (EHCPs), or are recognised as having significant special needs and are here as part of the assessment process (Nursery age pupils). Therefore every aspect of our provision is designed to meet the Special Educational Needs of our pupils. Our aims and purposes statement summaries the principles underpinning everything that we do:-

Our overall aim is to be an outstanding School for Children and Young People with Autism.

This means that we aim to:

- provide a relevant, broad and balanced education for every individual pupil
- create a culture of achievement, by stimulating a desire to learn, raising aspirations, opening up a wide range of opportunities and working towards external accreditation for all our pupils
- promote health, well being, happiness, enjoyment, and independence in a stimulating yet safe, secure and caring environment
- value and respect individuals, recognising their strengths, encouraging them to develop their interests and abilities, and helping them show positive attitudes towards others
- be proactive in developing, using and promoting consistent ASC-specific approaches, with a focus on social interaction and communication, and the reduction of anxiety and unnecessary stress
- invest in the long term quality of life of our students, by preparing them for an independent and purposeful role in society as adults, through explicit teaching of life skills and socially acceptable behaviour and by fostering confidence, self-esteem and a realistic understanding of themselves as people affected by autism
- prepare our students for the challenges and opportunities of a complex and technologically advanced society through creative, innovative and motivating approaches to teaching and learning

We believe that we can achieve these aims because Beverley School is an inclusive, accessible, friendly, and approachable organisation where teamwork flourishes. We are proud of our successes, whilst remaining committed to self evaluation and professional growth. We believe in co-operation and partnership with families, as well as with others in the local community and further afield, who share our commitment to improving the lives of anyone affected by autism.

2. SEN for which provision is made

Beverley School specialises in the education of children and young people with autistic spectrum conditions. Although Middlesbrough and neighbouring local authorities are committed to promoting inclusion in local mainstream schools as a preferred option (a policy which Beverley School actively supports), there is a core group of pupils for whom suitable mainstream placements cannot be identified and whose needs are best met by spending all or most of the school day in an autism specific environment. The majority of these pupils are on the roll of Beverley School. In our outreach role, we also work with a further group of Middlesbrough pupils, who attend mainstream or other special schools and are helped to succeed by the targeted provision of focused additional support and specialist advice and training for staff who work with them. We work with the full age range of pupils, from 3-19.

3. Facilities available

For pupils who attend Beverley School, we offer a range of specialist facilities including:-

- small classes with a high adult / pupil ratio
- teachers with specialist additional qualifications, training or experience
- a team of skilled and committed support staff, who have undertaken specialist training
- school organisation and approaches to teaching and learning designed to take account of the particular characteristics of pupils with autism, reflecting a range of approaches including TEACCH, PECS™, sensory integration, intensive interaction and Social Stories™.
- access to a curriculum appropriate to their ages, needs and abilities, including for most pupils a modified National Curriculum and a particular emphasis on social interaction and communication skills
- a physically safe environment with good curriculum related facilities and other specialist facilities including sensory and soft play environments
- appropriate inclusion opportunities with partner schools and colleges
- extended education opportunities that are specifically designed for children and young people with ASC
- excellent multi agency links
- A skilled Family Liaison Officer (Lisa Hyde) who can bridge the links between school and home

We aim to create a calm, low arousal, structured environment specifically for people with ASC, and can meet the needs of those with additional sensory disabilities and medical needs. More details are given in our Single Equality Policy. We make every effort to meet the medical needs of pupils, for example through implementing a clear and practical policy on the Administration of Medicines. All facilities are accessible for those with mobility difficulties including those who use wheelchairs.

For pupils with ASC (autistic spectrum conditions) attending other schools, our services and input are tailored to individual needs.

B. INFORMATION ON ASSESSMENT AND PROVISION

4. Allocation of Resources

Our major budget commitment is to the recruitment and professional development of staff in appropriate numbers to meet the needs of all pupils in the light of our stated objectives. We also aim to provide proper levels of materials and equipment to support effective teaching and learning, and to develop the school's premises and facilities to provide a high quality autism-specific environment.

Each year the School Development Plan focuses on agreed priorities in a range of areas. Within each area a number of targets are set and funding from available sources is earmarked for particular developments.

Annual review of the deployment of staff and the use of the building is essential in order to ensure that we utilise resources effectively to meet pupil needs. We are keen to secure best value for all expenditure and we carefully monitor and evaluate the impact of all our work.

5. Identification and review of pupil needs

The individual special educational needs of pupils are outlined in their statements and these statements include clear educational objectives. The school considers these objectives in order to plan appropriate educational provision for each pupil.

All Education and Health Care Plans (EHCPs) are reviewed annually and we are committed to provide sufficient time for each meeting so that parents, staff, LA reps and others involved in the pupil's education and care can discuss progress and plan carefully for the future. A member of the Senior Leadership Team or Phase Leader and a member of the class team is present at each review meeting. We also encourage the involvement of pupils in their own review procedures.

The calendar for the annual review of pupils' EHCPs is drawn up at the start of each academic year by the leadership team. The calendar is circulated to all of the relevant agencies so that they can make plans for their involvement wherever appropriate.

As part of the review process the educational objectives listed in the EHCP are considered and it may be recommended that they are amended, removed or added to. Key short to medium term targets relating to these longer term objectives form the basis of an 'Next Steps' for each pupil. Progress towards targets is reviewed regularly and they are amended as appropriate through the school year. It is important to remember that the Next Steps represents only a part of the planning undertaken for each pupil, and that there is careful consideration of individual needs and more detailed definition of intended learning outcomes in all areas of the curriculum.

The development of assessment procedures is ongoing and under regular review so that we can adapt our curriculum and use our resources efficiently to take account of group and individual needs. As part of this process we use a range of assessment strategies including teacher assessment, National Curriculum, external examinations and accreditation. We also our bespoke tracking system (Rainbow Tracking), Development Matters, MAPP and baseline assessments to inform us of pupil progress. These assessments are used alongside other relevant information in the planning of the

curriculum and in setting whole-school and cohort targets. A separate paper describes our Assessment and Achievement policy in more detail.

6. Access to the curriculum

We believe that all pupils should receive a broad and balanced curriculum which is relevant to their individual needs. Our principles and our curriculum policy are explained in the Curriculum Policy Document. We also have individual policy documents for all subjects, setting out subject-specific aims, expectations and teaching and learning considerations.

7. Evaluation of provision

We are committed to effective school self-evaluation as a basis for raising standards. Our provision is evaluated in several ways:

- a) External evaluation e.g. by OfSTED, the LA and latterly by the National Autistic Society through Autism Accreditation.
- b) Monitoring of
 - achievements in the National Curriculum and other subjects
 - external accreditation results
 - attendance and exclusions
 - progress in terms of next steps
 - progress against SDP success criteria, with a particular role for the Governing Body
 - the outreach function via an Outreach Panel
- c) Regular review and evaluation of
 - the whole school using the Curriculum Monitoring Policy (this includes scrutiny of work and monitoring of planning) and designated Governors
 - the work of individual staff members through Performance Management and Professional Review (this includes regular lesson observations)
- d) Other co-ordinated approaches to school self-evaluation, for example surveys of parents, listening carefully to pupils, which together with the information detailed above, have supported the production of a well-founded SEF summarising our strengths and areas for improvement.

8. Complaints procedures

We listen carefully to the views of our pupils, and we welcome parents' comments about the school. We invite parents to contact the Head teacher, Deputy Head teacher or the staff in their child's class if they want any information or if they have any concerns. By paying attention to constructive criticism (and to any compliments we may receive), we hope that we can discover more ways to make Beverley into a happy and effective school. If parents wish to make a formal complaint, however, details of the procedures available can be obtained from the Head Teacher, from the Chair of Governors or from the Local Authority.

C. STAFFING POLICIES AND PARTNERSHIP BEYOND SCHOOL

9. In-service training on SEN

We are committed to supporting the continued professional development of all staff through appropriate in-service training. This includes specialist training related to autism (for example the TEACCH approach) as well as a wide range of communication (e.g. PECS), curriculum, health and safety (e.g. "Team Teach" positive handling) and leadership issues. We take full advantage of training for national strategies. We are supportive of all staff who want to advance their general educational qualifications, for example by working towards NVQs, degrees or postgraduate awards.

10. The use of external support services and agencies

We liaise with outside support services whenever their expertise helps us to meet the needs of pupils more effectively. The school nurse is a regular visitor to the school. We have regular contact with the Educational Psychology Services who have statutory responsibilities for children with statements of special educational need and also offer advice and support on a range of other issues. We commission our own Educational Psychology, Child Psychotherapy and Occupational Therapy services. We have achieved Autism Accreditation through the National Autistic Society and we co-operate closely with Social Care colleagues who support families, arrange respite care and also help in the transition from school. We also work with Health Trusts and other community agencies who offer support and expertise which enriches our provision for pupils. High quality family support and training is available through the Family Liaison Officer. We also maintain links with MAIN.

We work closely with other therapeutic services e.g. speech and language therapy. We are affiliated to the Specialist Schools and Academies Trust and several local support networks for autism and specialist education.

11. The role of parents

We enjoy and encourage the presence of parents in the School and appreciate their help and support. We believe in consulting and co-operating with parents in order to help all pupils to make optimum progress in all areas of their development. We value highly the contribution made by those governors who are parents, and we are grateful for the time and commitment that they give to the School. If parents have difficulties in attending School meetings about their children we will make every effort to make arrangements to overcome these problems. We work closely with parents through FOBS (a registered charity affiliated to the NCPTA) and we are very happy to offer facilities for parent groups to meet regularly in the school. There are formal opportunities for parents to meet with staff through the annual review processes and through termly parents' evenings. We also operate home-school diaries or telephone contact systems wherever parents find this helpful, and we are happy to use ICT to keep in touch, for example sharing resources, pictures and information by maintaining an up to date website, or distributing our newsletters electronically. We also operate a text messaging service for parents.

12. Links with other schools and colleges

As we are an all age School many of our pupils spend all of their years of statutory education with us. During this time we look for relevant opportunities to provide experiences in other school and college environments, or to work at Beverley with

mainstream pupils, through a range of inclusion arrangements. These links not only strengthen our capacity to deliver a personalised curriculum, they have also led to some pupils transferring full time into mainstream provision. As part of our service role, we work closely with colleagues in partner schools, to help them to provide effectively for their pupils with ASC.

We offer work experience placements to students from secondary schools and from colleges. We see this as an important link which provides valuable experience for both the students and for our pupils.