



## THLCIC SEND Policy

### Roles and responsibilities

Both Directors take an active role in supporting our SEN Provision across the school. Naomi Long Sirkotriam leads on SEN provision and works closely with the SEN Teacher to ensure the provision we are able to offer is holistic. The directors share the role of Designated Safeguarding Lead/Deputy Safeguarding Officer. For more information see our Safeguarding Policy.

### A Whole-School Approach

Nearly all of the young people attending Treasure House (London) CIC have needs that require differentiated curricula and a modified approach to teaching, this is unlike a mainstream school environment where the majority of young people will not have Special Education Needs. We therefore take a whole school approach to addressing the needs of our young people including sessions on the effects that SENDs have on the wellbeing of the student. We frequently encourage our young people to feel that they have a voice, that they are able to negotiate their approach to learning and that they can seek practical support for related issues, such as anxiety about being different to their peers.

#### 1. Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.

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- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
  - To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
  - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
2. What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3. The kinds of special educational needs for which provision is made at the school (Schedule 1: point 1)
- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
  - For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
    - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
    - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
  - Before making the decision to name our school in a child’s EHCP, the local authority will send the Directors a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the

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agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.
4. How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when pupils need help if:

- On entrance, concerns are flagged up by the referring body, external agencies or by the teachers/directors of the school regarding the young person's rate of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.  
Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  - o Communication and interaction
  - o Cognition and learning
  - o Social, mental and emotional health
  - o Sensory/physical

- A pupil asks for help.

5. What should a parent do if it thinks their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents have concerns relating to their child's learning then please contact either of the directors.
- The directors may refer the student to the SEN Teacher who will carry out initial or further assessments to ascertain next course of action.
- Where there is significant concern, the directors will initiate the EHC Plan process by filling in the 'EHCP Information – Settings' form for the appropriate borough's Education Authority.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- a) close working relationships of directors with the teachers providing subject teaching
- b) ongoing assessment of progress made by pupils with SEND,

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- c) regular review of case files by the directors and close communication with parents, teachers, external professionals and the young people themselves
  - d) INSETs with the whole-school teaching body, including SEN Teacher, to provide advice and guidance on meeting the needs of pupils with SEND,
  - e) External professionals providing staff training and, where necessary, assessment
  - f) Pupil and parent feedback on the quality and effectiveness of interventions provided,
  - g) Attendance and behaviour records.
- All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as ILP Meetings.
  - Pupils' attainments are tracked using the Lesson Plan/Review Sheets and Subject Reports as well as regular director-teacher discussion and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly whole-school progress meetings as well as with the SEN Teacher and the directors, and if appropriate, student themselves.
  - Where appropriate, the student in need of extra support will be discussed with the SEN Teacher and provision will be extended, as prescribed by the directors.
  - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
  - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed, if not already aware, that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
  - Action relating to SEN support will follow an assess, plan, do and review model:
    1. **Assess:** Data on the pupil held by the school will be collated by the directors in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. This discussion may take place during review meetings held with the local authority or referrer.
    2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the directors with advice from the SEN Teacher.
    3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
    4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. Achievements of pupils with SEND indicates:

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| KS2-4: Percentage making two levels of progress<br><a href="http://preview.tinyurl.com/p2j3rvy">http://preview.tinyurl.com/p2j3rvy</a> (2c) | England SA (2013) | School SA | England SA+ (2013) | School SA+ | England Statement EHCP (2013) | School Statement EHCP (2013) |
|---|-------------------|-----------|--------------------|------------|-------------------------------|------------------------------|
| English   | 54                |           | 44                 |            | 27                            |                              |
| Maths   | 50                |           | 40                 |            | 22                            |                              |

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
    - Specialists in other schools e.g. teaching schools, special schools.
    - Special Educational Needs Support Service
    - Behaviour Support Service
    - Dyslexia Centres
    - Autism Outreach Team
    - Hearing Impairment team
    - Visual Impairment team
    - Autism and Sensory Support
    - Educational Psychologist Service
    - Educational Welfare Officers
    - Physical and Disability Support Service
    - Social Services
    - School Nurse
    - Child & Adolescent Mental Health Service
  
  - In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
  - For students whose needs are established to be more significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
7. How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)
- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
  - When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
  - These adaptations may include strategies suggested by the SEN Teacher and/or external specialists.
  - In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or intervention by the SEN Teacher. All interventions made will be fed back to the parents.

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8. 8) How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)
- Attainments towards the identified outcomes will be shared with parents termly through feedback but also through the school reporting system and ILP Meetings.
    - Parents are encouraged to arrange an appointment or phone call to discuss their child's progress with the directors at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 020 7732 5327.
9. How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)
- Please look at the local offer website for Southwark <http://www.localoffer.southwark.gov.uk> for information on providers offering courses and activities to support students with SEN.
  - The subject teacher or SEN Teacher may also suggest additional ways of supporting your child's learning. Please ask us about this.
  - If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact Naomi Long Srirotiriam on the school office number, 020 7732 5327. She will be happy to hear your ideas and discuss what can be done and what courses or activities may be available in the local area.
10. What support will there be for children overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for pupils. These include:

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see details of the topics and activities that are included within this area of the curriculum.
- Each year we offer a feedback questionnaire to parents, students and referrers to garner information on what we can do better. Parents are invited to contact us by email or phone in order to discuss any concerns.
- Students can leave feedback in the Student Ideas and Thoughts Box on the Hub. Where appropriate this feedback is reviewed during assembly. If the matter is more personal it can be raised in private with the directors.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.
- Pupils who find outside class times difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills.
- The school has an Anti-Bullying Policy which it updates annually and provides Anti-Bullying training to both staff and students.

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11. Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within **Supporting pupils at school with medical conditions** (DfE) 2014 and identified in the school Medicine Administration Policy.

12. What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support that are identified in (6) above.

13. What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

In the last two years school staff have received a range of training. Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with speech, language and communication difficulties

The school has regular visits from specialist practitioners who provide advice to staff to support the success and progress of individual pupils.

- Speech Language Therapists visit regularly to assess and plan support for targeted pupils. These programmes are then delivered by our SEN Teacher or other teaching staff where appropriate.
- The Director with responsibility for SEN Students and the SEN Teacher has completed EHC Plan Training with the local authority.

14. How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Alternative arrangements, for example travel by car, are frequently made in response to students anxieties and difficulties.

15. How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

In the last three years the following adaptations have been made to the school environment:

- Main Hall steps edged with yellow to ensure they are easier for those with visual impairments to negotiate



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- An accessible toilet was installed, at our request, in order to ensure accessibility for visitors with a disability.
- A nurture/counselling room has been installed to provide a safe and comfortable place for dialogue or for students to use when feeling anxious or overwhelmed.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website.

16. 16) How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. Arrangements are made for students to experience their preferred subjects to begin with encouraging a positive integration experience. An induction pack is taken home with the student so that they can share this with their parent/carer.
- Parent/carers are invited to a meeting at the school and are provided with information to support them in enabling their child to settle into the school routine.
- The directors meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. A rigorous plan is put into place, often involving daily communication with home.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12) Primary:

- The parent/carer and student themselves are encouraged to put take advantage of opportunities to meet staff in the new school. A member of staff at Treasure House will accompany the student on a visit and the staff member or director will discuss the student's barriers to learning ensuring that a plan is in place to aid smooth transition to the new setting.
- The EHCP review or transfer meeting will provide the basis for discussing options for Y12/13/14 progression.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, someone responsible for SEN from both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred as soon as possible when the new school or provision confirms that the student is on-roll.



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After school:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014. This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

- • The school does not receive allocated funding for pupils with SEND. The school has a higher daily fee which is applied to referrers who are referring students with Statements of SEN or EHC Plans.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority SEN Department.

- • This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the broad areas of need:
  - Cognition and learning
  - Behavioural ,emotional and social
  - Communication and interaction
  - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the directors.

17. How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the directors.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

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18. How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- discussions with the directors
- during ILP Meetings,
- meetings with support and external agencies and the local authority where the young person is resident.

19. Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact either one of the directors via email or phone, as below:

Naomi Long Srikrotriam: [Naomi@treasurehouselondon.org](mailto:Naomi@treasurehouselondon.org)

Helen Webb: [Helen@treasurehouselondon.org](mailto:Helen@treasurehouselondon.org)

020 7732 5327

20. Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- Southwark's Information Advice and Support (SIAS) offers independent advice and support to parents and carers of all children and young people with SEND. The website address is <http://www.localoffer.southwark.gov.uk/information-advice-and-support/>
- Southwark Information Advice and Support team (SIAS) offer parents support, training and advice on topics including:
  - Special Educational Needs
  - Communicating with schools and other agencies
  - Transition from nursery to primary school
  - Transition from primary to secondary school
  - Advice for all parents on applying for a school place
  - Age 16 Plus education and career choices
  - How to request for an education, health and care plan
  - Helping parents and young people understand tribunals
  - Support parents, carers and young people complete an appeals process
  - Attend school meetings
  - SEND Exclusions
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

21. Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13)

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The Local Offer exists to provide information, advice and support on SEND to to parents and young people and information on the services that are available in your area.

Southwark's Local Offer can be found at the web address below:

<http://www.localoffer.southwark.gov.uk>

Lewisham's Local Offer can be found at the web address below:

<http://www.lewisham.gov.uk/myservices/education/special-educational-needs/Pages/Local-Offer.aspx>

Lambeth's Local Offer can be found at the web address below:

<http://www.younglambeth.org/local-offer/landing-pages/local-offer.html>

This policy references the following documents and plans:

## References

The SEND Code of Practice (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

## Supporting pupils at school with medical conditions

<http://preview.tinyurl.com/p4qu8ar>

## SE7 Local Offer: Framework and Guidance.

<http://preview.tinyurl.com/otma4gj>

## The Special Educational Needs and Disability Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

## Storing and managing information

All SEND documents are stored securely in the office.

The sharing of information regarding SEND is subject to the procedures as set out in the EHC Plan and our Data Protection Policy.

Parental consent will be sought, where necessary, to share information with external agencies and/or professionals. It is the responsibility of parents/carers to ensure that their copies of their young person's SEN and school documentation are kept safely.

This policy will be audited in August 2015 and annually thereafter.

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**Glossary** (A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SA: School Action

SA+: School Action Plus (The plus indicated the involvement of external agencies) SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SIAS: Southwark Information, Advice and Support Team (formerly Parent Partnership)

PP: Parent Partnership Services

**This policy was last reviewed in July 2015 and will be reviewed annually in August or as changes in legislation dictate.**

**Signed** .....

*Helen Webb*

**Director**

**Signed** .....

*Naomi Long-Srikrotriam*

**Director**

## **Contact details:**

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