

Treasure House (London) CIC

Special Educational Needs and Disabilities Policy

Social, Emotional and Mental Health and Medical Needs

The aim of this policy is to outline how students with SEND, SEMH and Medical Needs are assessed and provided for at Treasure House and who is responsible for this. This policy follows legislation set out in the SEN Regulations¹ and SEN Code of Practice².

This policy is approved by the Directors of Treasure House (London) CIC who are responsible for SEN within the organisation, partnerships with referrers and commissioning of external provision. The SEN Teacher completes in-house assessment and implements provision for additional needs in line with whole-school needs assessment and statutory duties.

Treasure House is a safe, nurturing provision for young people who cannot cope in mainstream schools. We take a child-centric approach, aiming to provide support in every area of the young person's educational life. We believe that young people can learn to thrive and love the learning process again if delivered in a way that acknowledges their difficulties and navigates barriers to learning. Young people attending Treasure House are treated with respect, regardless of their current or past medical, mental health or learning difficulties.

Circle of Safety/Ethos

Treasure House (London) CIC was founded in order to address the needs of a group of young people who have experienced educational exclusion. This can be short-term or long-term either as a result of being unable to cope in mainstream and excluding themselves or being excluded from these settings. There may be existing social exclusion, or this can result from being isolated from the social interactions that exist when taking part in regular education. This educational exclusion can result in a negative attitude towards education and decline in confidence and belief in the ability to achieve. Social exclusion can result in a decline in mood and high anxiety in social situations.

Stress Response

Most of our young people exhibit a sensitivity towards stressful experiences, this may be due to chronic stress caused by their past experiences, genetic predisposition or gene environment interactions³. We are a mixed community, both in terms of ability, need, past experience and mental wellness. All students are supported to use this mixed social experience to develop coping strategies, assertiveness, self-respect and respect for others. In order to do this, the environment is kept calm and students are taught

¹ The Special Educational Needs and Disability Regulations 2014 SI No. 1530

² Special educational need and disability code of practice: 0 to 25 years (January 2015) valid from 1 April 2015

³ <http://www.sciencedirect.com/science/article/pii/S0014488611004043>

about the need for everyone to feel safe in order to avoid triggering stress response. For this reason, we carefully screen any referrals to ensure that any young person joining the school will have a supportive attitude towards the existing members of the Treasure House community. Evidence says that chronic stress actually diminishes the body's ability to lower cortisol (the stress hormone) levels*. Frequent triggering of your body's stress response decreases the capacity to deal with stress*. Higher levels of corticosteroids in the body lower the immune system's defences*which could have negative effects on attendance*. Even without any other intervention, when stress levels decrease, the body becomes more able to cope with stress, increasing emotional resilience.

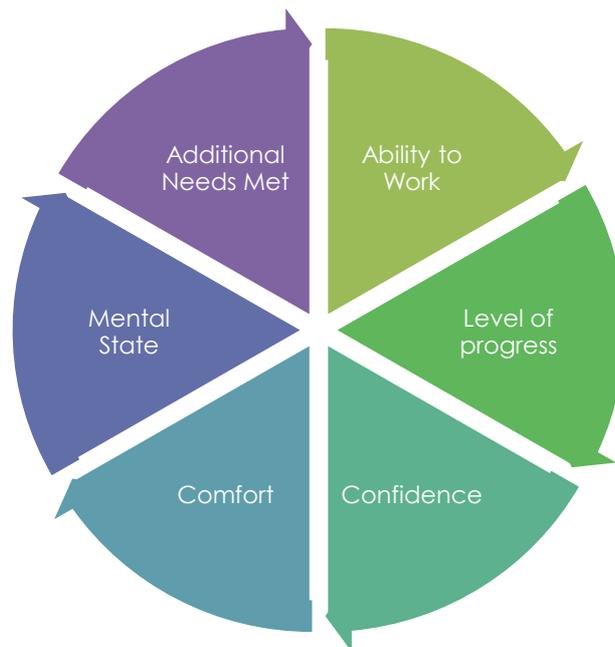
Students are expected to progress when their needs are met and the environment supports their increased wellbeing.

Fig 1.1. Building a picture of student need



We believe that when our young people's needs are successfully met, they will feel less anxious, happier and more confident and able to make progress. As a result, each young person, regardless of whether they have identified SEND, is assessed for areas of difficulty and every effort is made to address these.

Fig 1.4. How ethos affects progress and ability to learn



The following are examples of our approach in practice:

* http://thebrain.mcgill.ca/flash/a/a_08/a_08_m/a_08_m_dep/a_08_m_dep.html

* <http://dujs.dartmouth.edu/2011/02/the-physiology-of-stress-cortisol-and-the-hypothalamic-pituitary-adrenal-axis/#.WLM11BDz-i4>

Tanya: Tanya has never been successful at school and has poor attendance. Tanya has had assessments for SEND with no definitive diagnoses. At her whole-school needs assessment, it was reported that she responded well to being given space to process after each teaching point or direction. She had never been able to vocalise her need for not receiving too much information in one go, but she is doing that more and more often. Tanya has 1:1 sessions each week in Literacy to boost her confidence. She says her parents are proud of her progress.

Tyrell: Having been diagnosed with diabetes in early childhood he was then identified as having ADHD whilst at Secondary School, he spent most of his lessons in the inclusion unit receiving one-to-one tuition. James was very bright, but due to absence and persistent refusal to attend lessons, he was very behind in his GCSE course subjects. James was assessed as needing small group tuition with a differentiated curriculum, rest breaks, pre-teaching, art therapy and access to a practical curriculum. He went on to gain GCSEs and Functional Skills qualifications.

Anna: Diagnosed with Aspergers in Primary School, Zoe had difficulty with social communication, sensory hypostimulation and anxiety. She particularly enjoyed Art so initially followed a programme with intensive art lessons. Zoe was assessed as requiring small-group and one-to-one tuition, social skills and life skills sessions. She had access to stress toys and was allowed to listen to music with headphones, at appropriate times. She was given permission to eat lunch in a separate area and was given access to the garden for short breaks, which helped to calm her. Zoe followed a GCSE Curriculum and went on to a placement offering further education.

Jo: Jo came to Treasure House after receiving an EHCP at the age of 15. He had struggled in school for a number of years, even though he liked some members of staff. He had expressive and receptive language disorder which led to him refusing to work in class. He also had some processing delay had Speech and Language Intervention from a young age. Jo enjoyed Primary School but his progress had been very slow since joining Secondary. Jo was assessed as requiring one-to-two tuition with a differentiated curriculum at Entry Level 2, SALT, Social Skills and Life Skills sessions. He continued on in Year 12 where he gained qualifications at Entry Level 3.

Initial emphasis is on developing the young person's sense of ownership towards their education. In complex cases, where strong anxieties exist, a new student may initially follow a simplified timetable and be allocated a particular room for the majority of the time. This will eventually give way to a desire to integrate into the student body, moving between several rooms each day and taking part in group activities. We recognise, however, that some students will have no social difficulties and they will follow a full, small-group timetable immediately upon starting.

Treasure House implements the Assess, Plan, Do, Review cycle:

Fig. 1.2 Assess, Plan, Do, Review



Fig. 1.3 Sources of Evidence for A & B



Assessment

Assessment is conducted at Treasure House in order establish where a child 'is at' at the point of entry to Treasure House. The Education Health & Care Plan (EHCP) in conjunction with appropriate In - House Assessment is used initially to inform the Proposed Curriculum, to identify Areas of the Curriculum and particular Skills which require special focus and to assist the setting of Individual Targets and set individual lesson Learning Objectives to be achieved within a given time frame. Further, detailed assessment guides the creation of carefully targeted homework. Homework is used to extend the learning environment to the home setting to reinforce a sense of carer/parental collaboration and extend the opportunity for educational progression.

Not all target-setting informed by assessment relates to particular subject of study, rather many individual pupil targets concern the welfare of the 'whole child'. These targets will principally be informed by the Education, Health & Care Plan and will be monitored jointly with outside bodies who have initially set them, such as a Speech and Language Therapist and Educational Psychologist. These targets relate to the degree of professionalism that may be required to set them for children who have very specific special education needs that have warranted statement.

Assessment and transcription of the Statement of Special Needs is conducted by the SEN Teacher and the Directors.

Below details the assessment procedure followed for each child presented to Treasure House with an EHCP.

A: Initial Assessment

Information derived from the EHCP/Referrer Information/Interview Process/Parent information

Divided into four sections:

- EHCP transcribed into subject areas as an overview to **inform teaching**
- EHCP information recorded and reflected upon to **inform planning**. Presented under subject headings
- Details the **Proposed Individual Educational Plan** derived from the EHCP. This is to be presented and discussed with the child and parents, then in collaboration, agreed. **Informs Lesson Objectives and Student Targets.**
- Additional Action to be taken as informed by the EHCP, with corresponding time frames.

B: In Depth Understanding

In - House Assessment

Conducted when more detailed information is required or is explicitly requested in the EHCP. More assessment is conducted within the literacy arena in acknowledgement that Literacy Skills provide a gateway to all other skill acquisition, are fundamental to promote the child's sense of self and ability to express themselves and serve to foster future independence.

Assessment entails:

Literacy Skills Assessment:

- Speaking and Listening Skills: Oral Transcription, Analysis and Levelled
- Comprehension activity
- Reading Technical Ability: Analysis and Levelled
- Reading for Understanding Assessment: Questionnaire, Clozure Activity
- Writing - letter formation and legibility, Use of Grammar and Punctuation: levelled
- Writing to Convey Meaning: Pupil Conference
- ForSkills Assessment – these are Functional Skills Assessments in Maths and English that also indicate any potential language problems.

Literacy tests may be adapted in an effort to compensate for specific difficulties, outlined in particular child's EHCP, which might obscure from the actual skill being tested for. For instance a child with Receptive Language Disorder may have great trouble trying to process information which may serve to mask comprehension ability. Hence in such a case it may be appropriate to allow several readings of a text in order to test for comprehension. Likewise child who has severe dyslexia may find reading for comprehension almost impossible, since the test is for comprehension rather than reading skill in this instance, it might be more fruitful to test for comprehension through use of an audio book.

Initial Subject Assessments

These are set by the individual teacher and may be based on assessments appropriate to the accreditation followed from textbooks or mock papers for the accreditation followed.

In addition, In House Assessment includes:

Student Conference

Each student is engaged in informal discussion about how they feel about their prior learning, and difficulties, what they identify as their strengths and weakness. What their specific hopes and aspirations are and specifically, what they hope to achieve from being at Treasure House. This usually happens at Interview, Induction and Initial Assessment. This is done in conjunction with IEP and individual target setting.

This serves to convey a child's self esteem, confidence and commitment to learning, all factors that can dramatically impact on a child's educational progression and sense of achievement.

Whole School Need Assessment

Each term a whole school needs assessment is completed to review what is and isn't working well in all subjects and pastorally. This can feed into **Annual Review** planning or prompt changes in teaching approach or further assessment. Every member of staff feeds back their experience of working with the young person, this informs their subject planning as well as planning to meet any additional needs.

C: Planning For Success

Parents Evening

Parents evening serves as an opportunity for parents/carers to meet all subject teachers and agree IEP targets that have been set, this informs the IEP writing process. Part of the process involves an additional meeting with both directors in order to discuss priorities for the year for their young person. The priorities agreed on entry are reviewed and any planning for **Annual Review** is taken into consideration.

D: Planning In Action

Weekly Staff Meetings

Weekly staff meetings provide an opportunity to review the Additional Needs of any young person and staff are encouraged to share their experiences in order to inform best practice.

E: Periodic Review

Cumulative Assessment

On completion of a topic, assessment should be made by the teacher to establish how well the learning objectives related to that topic have been met. Students sit pre- and post- assessments across core curriculum subjects to track progress. These figures are communicated to parents in the termly report.

WHERE TARGETS RELATE TO A SUBJECT AREA

Monitoring by means of on- going formative assessment through Lesson Evaluation, Observation and Marking are used to modify planning and facilitate up- date assessment of the pupil.

Learning Evaluation: Meeting Learning Objectives

Each subject teacher may devise their own methodology to relating targets to a subject area. After each lesson, the teacher should informally assess whether the learning objectives set for that lesson (informed by one or two targets) have been met for each pupil recommended criteria for this is:

1. objective securely achieved
2. progressing toward achievement (showing greater aptitude or learning is being consolidated/ becoming more secure than prior to the lesson)
3. no real progression shown or is evident

This form of formative assessment should ideally be supported by evidence of such and in a format that **is measurable**. But this may not always be possible, and in which case **brief supporting notes can be kept where appropriate**.

If the teacher feels that learning objectives are not being met, based on criteria for assessment at GCSE, Functional Skills or Entry Level, the teacher should reflect on whether it is necessary to make future changes to lesson planning and maybe (It may be indeed that no changes are thought necessary but could merely be a reflection of the child's struggle). Reconsider prior assessment (It may be indeed that no changes are thought necessary but could merely be a reflection on the child's struggle).

Annual Review for those with an EHCP

Whilst all students will be subject to on-going review of their SEND and SEMH needs, the statutory requirements of the Education Act 1996 requires schools, in conjunction with the local authority, to provide an Annual Review for each young person with a Statement of SEN or an Education, Health and Care Plan.

Staff Training

Staff receive externally facilitated training on a termly basis, in house. The topic covered nearly always reflects issues arising in the student body. If particular difficulties arise or, for example, a new student is taken on roll with an unfamiliar disability, training will be arranged to reflect the need to upskill.

Staff follow independent programmes of study in areas of interest such as Psychology and ASD.

Meeting With External Providers: e.g. Speech and Language Therapist/Educational Psychologist/Art Therapist

Depending on the specific nature of the SEN designation, various outside bodies are likely to be involved collaborate with Treasure House in the monitoring process

Annual Review

All EHCP and IEP targets are reviewed annually in an Annual Review. This requires input from the designated professionals involved and collaboration with the pupil's parents or carers and the pupil concerned.

This policy was last reviewed in February 2018 will be reviewed on an annual basis in August.

Signed
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Signed
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