

Treasure House (London) SEN Report

Approved by:	Naomi Long	Date: 20th November 2023
Last reviewed on:	28th September 2025 by NLS/HW/SB	
Next review due by:	22nd September 2026	

What types of SEN does the school provide for?

AREA OF NEED

CONDITION

Communication and Interaction

Autism Spectrum Disorder
Speech and language difficulties

Cognition and Learning

Specific Learning difficulties,
Including dyslexia, dyspraxia
dyscalculia, processing difficulties, global delay

Social, emotional and mental health

ADHD, ADD, OCD, ODD, PDA, Anxiety

Sensory and/or physical

Sensory processing difficulties
Interoceptive difficulties
Allergies
DCD
Tics
Proprioceptive difficulties

How is my child supported at school?

All of our students are placed with us due to having SENDs and all have EHCPs. We use strategies to support them to mitigate the negative effects of their SENDs and amplify the positive effects. We endeavour to educate our students about their SENDs and teach them to advocate for their own needs.

All students have identified SENDs but we monitor their behaviours both in class and around the school to identify any further areas of need. As we are a small school with low ratios of students to staff, this is easier than in mainstream settings.

We offer high quality, differentiated teaching that responds to each student's individual needs.

Follow the 4-part cycle of 'assess, plan, do, review' for all students.

Which staff will support my child, and what training have they had?

Class/subject teachers

All of our teachers have experience in working with SEN and frequently update their skills and knowledge with in-house training and/or training courses. They are supported by the SENCO to meet the needs of all of the pupils. Our in-house Art Therapist works with all of our students either in small groups or 1:1 and our in-house Speech and Language Therapist works with all students with Social and Communication Needs.

External agencies and experts

At times we need extra help to offer our students the support they need. Wherever necessary we will work with external support services to meet the needs of our students and to support their families.

These include:

- Specialist Speech and Language therapists
- Occupational therapists
- Educational psychologists
- GPs, paediatricians
- CAMHS
- Social care
- Early Help
- Voluntary sector organisations such as:
 - NEST
 - RISE
 - St Giles Trust
 - Project Search
 - Adult Mental Health

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's needs.

1. Initially we will read the EHCP in conjunction with you and your child and we will decide together which of the outcomes in the EHCP we will work towards. This will be put into an IEP plan.
2. The class teachers will be responsible for working with your child towards the outcomes in the IEP.
3. Every term your child will receive a report to say how much progress has been made. Adjustments can be made at any time to support your child in succeeding.

4. At the end of the academic year we will hold an Annual Review to consider the targets which have been set and if any of them have been met we will set a new target. This will repeat, annually.
5. At the Y11 and Y13 stage we will hold an early review to enable you and your child to decide, with our support, what will happen next. This could be progression to A Level or further education or towards employment and training.
6. Should you have any concerns during the year we will arrange a meeting with you to discuss how to move forwards.

How will my child be involved in decisions made about their education?

At Treasure House we encourage all of our students to develop their independence and autonomy. We will always include them in any discussions regarding their education and future.

How will the school adapt its teaching for my child

At Treasure House teaching is tailored to give your child the best possible opportunity to learn and to rediscover their thirst for education. Our students are put in small groups with other students who have reached a similar level. This enables them to benefit from intensive and personal interactions with the teacher. In some cases, students are taught on a 1:1 basis. We differentiate the work so that it can be delivered in a way that is accessible and relevant.

All of our students are provided with a laptop for their sole use. Visual timetables can be provided to enable students to follow the day.

We also provide the following interventions:

Sensory Room

Social Stories

Speech and Language Therapy

Quiet workspace

Adapted lighting

Art Therapy

These interventions are part of our contribution to Southwark's Local Offer.

How will the school evaluate whether the support in place is helping my child?

Our staff meet weekly to discuss any concerns we may have. This can trigger a phone call to parents or a meeting to discuss next steps.

End of term reports will flag any concerns regarding progress to the parents/carers

Student surveys are used for students to self-evaluate

The Annual Review provides a platform for us to complete a thorough evaluation with both parents and students.

The Headteacher and Deputy Headteacher (SENDCO) will also meet at least annually to reflect upon practice and update our SEND Provision Report. The SENDCO audits SEND annually.

How are school resources secured for my child?

Since Treasure House is a Special Independent School, we charge a fee to the Authority which will come from the Local Authority's SEN budget. We calculate carefully how much we need to provide a good education for your child. Should your child need extra provision or adaptations, this can be arranged by the Local Authority as a Personal Budget. For example, this might include special adaptations or a specialist Occupational Therapist.

How does the school make sure the admissions process is fair for a child?

Treasure House has very strict criteria for admissions. Since most of our students suffer from anxiety, we try to ensure that it is a quiet, calm and safe place to learn. We are therefore unable to accept students who have behaviour difficulties, anger management issues or who are unable to support each other in making Treasure House a safe place for them to learn. This makes it fair for all of our students. If Treasure House is named in the consultation process [via the local authority](#), we read all the documentation carefully and make a decision on whether we would be able to provide an environment conducive for your child's learning.

How will the school support my child's mental health and emotional and social development?

Good mental health is extremely important to us at Treasure House. As a therapeutic community, fostering mental well-being is at the forefront of our ethos. Our Student Support Co-ordinator provides the primary contact with our students and their parents. Regular phone calls alert our parents to any issues. We liaise regularly with CAMHS or other voluntary services to ensure our students are supported. Good attendance is vitally important to maintain continuity and the feeling of well-being that success and regular habits bring. Our student support co-ordinator works with our students to improve attendance and punctuality and, as a result, academic success.

We have our own Art Therapist at Treasure House who engages with students on a group or individual basis and is always available to consult with staff regarding any concerns they have. Our SaLT support and PHSEE groups also promote cohesion and social skills.

Our students are encouraged to develop a culture of mutual support and have a Student Council to enable them to have a voice.

What support will be available for my child in preparing for adulthood?

We aim to teach our young people the skills they need to manage employment in light of their neurodiversity and other SENDs. According to gov.uk, (Jan, 2025), 31% of neurodiverse adults are in employment. This is clearly unacceptable. We understand that neurodiverse brains are wired differently, permanently, and reasonable adjustments are key to successful engagement in education, training and employment. Treasure House is sensitive to the difficulties our students have in navigating their future. Students can remain at Treasure House until they are 20, which provides them with a longer than usual opportunity to explore the world of work or further education. Many of our students have difficulties in adjusting to the outside world, so we aim to provide them with a range of opportunities to explore their future. We provide all of our students with a careers interview on an annual basis. In addition we have recourse to a number of supportive voluntary organisations who can provide a range of services such as mentoring, work experience in a supportive setting, supported internships, groupwork and visits to college or university open days, CV preparation and support with applications. Some of the organisations we work with are:

St Giles Trust

RISE

Project Search

What support is in place for looked-after and previously looked- after students with SEN?

We are aware, at Treasure House, of the additional needs looked-after children bring with them. Although our current cohort does not have any looked-after children, we have, in the past, worked closely with Social Care in supporting these young people to cope in school. We have recourse to Pupil Premium Funding should we admit a new student with the extra needs they might bring and would endeavour to provide them with the extra scaffolding they might need to enable them to succeed.

What should I do if I have a complaint about my child's SEN support?

Treasure House's Complaints Procedure can be located on our website: www.thlcic.org. We would hope, however, that our parents can raise any issues with us as soon as they arise so that they can be addressed by our staff and rectified before a formal complaint is made.

What support is available for me and my family?

If you have any questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Southwark Council's Local Offer on their website. This will also be on other local authorities websites, such as Lewisham and Lambeth.

Our local Special Educational needs and disabilities information and advice service can also be found on the Southwark website (SIAS).

GLOSSARY

Access Arrangements

Special arrangements to allow pupils with SEND to access assessments or exams eg, extra time, reader or a scribe.

Annual Review

An annual meeting to review the provision and progress in a pupil's EHC Plan.

Area of Need

The 4 areas of need describe the different needs a pupil with SEND can have. These are Communication and Interaction, Cognition and Learning, Physical and/or Sensory, and Social, Emotional and Mental Health needs.

CAMHS

Child and Adolescent Mental Health Service

Differentiation

When teachers adapt how they teach to meet a student's needs.

EHC Needs Assessment

The Needs Assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to see if a child needs an EHC Plan.

EHC Plan (Education, Health and Care Plan)

This is a legal binding document that sets out a child's needs and the provision that will be put in place to meet their needs - this includes funding to pay for extra provision.

SEND Tribunal

A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.

Graduated Approach

An approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan and reviewing the impact of the action on the pupil.

Intervention

A short-term, targeted approach to teaching a pupil with a specific outcome in mind.

Local Offer

Information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.

Outcome

Target for improvement for pupils with SEND.

Reasonable Adjustments

Changes that the school must make to remove or reduce any disadvantages caused by a child's disability.

SENCO

The special educational needs co-ordinator

SEND

Special Educational Needs and Disabilities

SEND Code of Practice

The statutory guidance that schools must follow to support children with SEND

SEN Information Report

A report that schools must publish on their website that explains how the school supports students with SEND

SEN support

Special educational provision which meets the needs of children with SEN

Transition

When a pupil moves between years, phases, schools or institutions and life stages