



Exeter House School SEN Policy

Exeter House School is committed to meeting the special educational needs of students and ensuring that they progress. Our students are unique and have complex educational needs therefore our planning and provision for them reflects this.

Aims of the SEN policy

- To practice what is reflected in our school vision;
- That students receive the provision set out in the Statement of Educational Need/Education Health and Care Plan;
- To identify the changing needs of students and respond to those changes

We aim to raise standards and develop student's potential as individuals by endeavouring to:-

- Achieve their full cognitive, social, emotional and physical potential
- Develop empathy and appreciation and be a good listener
- Be prepared for adult life and regulate their own needs and wants
- To receive teaching that enables, as far as possible, future economic well-being
- Be healthy as well as physically and emotionally secure
- Develop functional skills (especially literacy/numeracy)
- Be confident and self-sufficient and interact positively with others
- Develop musicality and creativity
- Be lifelong learners and to develop an enquiring mind
- Understand the need for rules

Objectives

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of students;
- providing staff with regular opportunities to discuss students' needs;
- providing staff with regular professional development opportunities to expand their SEND Pedagogy;
- providing a structure within which information on students can be collected and processed systematically through a detailed analysis of achievement and student progress;
- acting promptly on decisions made through target setting and analysis of student progress

Roles and Responsibilities

A Governor has been identified to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Exeter House School this is undertaken by Jenny Baylis, Chair of Governors.

The SENCo oversees the school's special educational needs work in partnership with the Senior Leadership Team. The Head of School is responsible for keeping the governing body informed about the special educational needs provision made by the school.

All teaching and teaching staff will be involved in the execution of the Special Education Needs Policy. They are responsible for differentiating the curriculum for students' special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor progress made by students in their subject area and the effectiveness of resources and other curriculum material.

New teaching staff, as part of their induction, are given training on specific aspects of teaching SEND students which include awareness of TEACCH, PECS and other communication systems.

Admissions

All students admitted to Exeter House School have a Statement of Special Educational Needs or an Education, Health and Care plan (EHCP). Students will be admitted in line with the school's admissions' policy.

The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

The school will use their transition meetings to work closely with parents to ascertain the level of support their student will require on entry and ensure that a plan of support is in place when they enter school.

The Annual Review procedure

Exeter House School is committed to a Person Centred approach to annual reviews. All professionals involved with each individual student are informed and invited to attend the Person Centred Review. If key people are unable to attend the review then, wherever possible, it will be rearranged to ensure that key people attend.

Exeter House follows the Helen Sanderson approach to Person Centred reviews and as part of the review an action plan is produced which forms part of the student's Structured Support Plan.

Partnership with other agencies

Students who are identified as needing additional support are referred to the relevant agency. We pride ourselves on our multi-disciplinary approach to education and have excellent working relationships with the agencies we work with.

Students with Autism

Exeter House School supports the needs of students with autism. Those students who require a more structured approach follow TEACCH principles either in the main part of the school or in our specific highly structured AS Department.

Speech and language therapy

Communication is an integral part of every student's learning. Speech and Language is delivered on an individual basis, in small groups or through class support. Therapy is delivered by a range of professionals overseen by a Speech and Language therapist. We believe that speech and language should be practised many times during the school day and all staff have a duty to implement programmes set by the Speech and Language therapist.

Additional Therapeutic Provision

Exeter House School is committed to a holistic approach to education and individual learning pathways for its students.

We have access to a Counsellor for those students that are identified as being in need in partnership with the Family Counselling Trust. This allows us to access a wide range of approaches. We have staff trained for Nurture Approach and Emotional Literacy. We have a visiting Music Therapist for identified blocks of time. We have our own full time Occupational Therapist who offers support on the development of Independence Skills and with Sensory Regulation. Selected students attend Riding therapy.

This is in addition to regular visits from Speech & Language Therapists, Physiotherapists and Occupational Therapists.

We also have a Family Link Worker with a caseload of students and parents focussing on mentoring and mental well-being.

SEN Intervention Strategies

Exeter House School is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEN provision. Staff receive regular professional development opportunities through individual, department and whole staff training.

Inclusion Pathways

All students are encouraged to integrate with their mainstream peers wherever possible. For those students who would benefit from specific subject teaching in a mainstream setting then it is arranged with one of our partner mainstream campus schools, other local schools or the local College.

We have recently set up two Resource Bases in our partner infant and junior schools for students with social and communication difficulties. These bases provide an invaluable opportunity for students to access mainstream opportunities whilst having the benefits of a specialist base.

Supporting Students with Medical Conditions

Exeter House School has a number of students with complex medical conditions. As a school we recognise that these students should be properly supported so that they have full access to education. Staff working with students with medical needs have the appropriate training to manage their needs. When students are away from school because of their medical condition we endeavour to keep in touch with them and their families and support their education outside of the school setting. (See *Supporting Students with Medical Needs Policy*)

College

Students in the 6th form have the opportunity to participate in taster courses at Wiltshire College. This allows them to make informed choices when they leave school.

The transition process

Pathways for students change as students make progress and grow and develop. The approach to pathways is flexible and is determined by all the factors affecting the student at the time. Decision are made through consultation with school with teachers and specialists and parents as part of the Person Centred Review process.

Access

To ensure access for students or parents the school has an Equality Policy (See *Equality Policy*)

Resources

The Head will oversee the use of the student's statement or EHCP to identify the areas of student needs and make appropriate provision. Time will be identified for staff to review student progress, discuss student curriculum needs and to transfer information between classes and phases. The governors will ensure that funds are set aside to develop resources in curriculum area. In addition, the governors are responsible for ensuring that staff are kept fully up to date about SEND issues and undertake appropriate training.

Tracking Progress and target setting at Exeter House School

We have our own systems in place for measuring progress. The Exeter House curriculum consists of a number of Pathways that aim to offer an appropriate curriculum to each of our students. (See *Curriculum and Assessment overview*)

Teachers are involved in ensuring that targets for students are achievable but ambitious. Student targets are effectively communicated to all staff and students, with the goal of students knowing what they are working towards and being able to comment on their own progress wherever possible. Learning progresses from a small range of core themes in the Early Years, through to a broader range of early subject related content carefully devised with students with learning difficulties in mind (the semi-formal curriculum and the Entry Level curriculum). Assessment outcomes in the relevant curriculum areas are collected twice a year and this data is analysed to identify areas for intervention and improvement both at an individual level and at a strategic level.

Curriculum

The curriculum in our school is designed to provide access and opportunity for all students and young people who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual students, then we do so in consultation with their parents. This may include students who have profound learning needs as well as those students requiring specialist AS provision and those who are gifted or talented in some way. Exeter House School provides a Structured Support Plan for all students who require one. It sets out targets for the coming term in areas such as communication, independence, social interaction and sensory targets. These are reviewed and monitored on a bi-termly basis or sooner if

targets have been achieved. Within our school we recognise that we have students who could be termed 'gifted' or 'talented'. The term 'gifted' refers to a student who has a broad range of achievement at a very high level. The term 'talented' refers to a student who excels in one or more specific fields, such as art or dance or music, but who does not perform at a high level across all areas of learning. In terms of provision for more able students, we give them the opportunity to show what they know, understand and can do, and we achieve this by providing opportunities such as:

- A common activity that allows students to respond at their own level;
- An enrichment activity that broadens a student's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for students to progress through their work at their own rate of learning;
- Withdrawing students to work with specialist teachers or on specialist programmes;
- A range of extra-curricular activities which offer more able students the opportunity to further extend their learning in a range of activities.

Access to the full life of the School

All students are encouraged to be fully involved in school life. This is achieved by ensuring that there are appropriate comparable activities to meet individual needs, for example:-

- Swimming at different locations depending on individual needs
- Ensuring inclusive activities are carefully differentiated

Complaints

Should a parent or carer have a concern about the special provision made for their student they should in the first instance discuss this with the class teacher. If the concern continues then the schools Complaints Policy should be followed.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher. All Senior Leaders and subject leaders will keep fully up to date about special educational needs issues through CPD, outside specialists, reading and through subscription to professional bodies. Teaching assistants have a wide range of curriculum and special education needs knowledge will be regularly updated by attending training on a regular basis.

Outside Agencies including Health Services

Exeter House School has good relationships with a range of outside agencies. These include:-

- An Educational Psychologist who is attached to the school
- Exeter House has access to the School nurse who is attached to community paediatric team
- A Speech and Language therapist is in school regularly and sets and monitors programmes for our teaching teams to follow
- A Physiotherapist team is regularly in school
- Occupational therapists and Advanced Practitioners in Sensory Integration are regularly in school to support students on their caseload
- We have regular contact with social workers

- Parent / Carers regularly have meetings in school and the school is also involved with Parent Partnership

Parents

Exeter House School believes that parents play an essential role in the work of the school. Parents are encouraged to come into school regularly for:-

- Structured conversations
- Coffee mornings
- Assemblies and other curriculum events
- Annual review meetings
- Social events

Exeter House School employs a Family Support Worker who is in regular contact with parents and is there to support the whole family. The school has regular contact with parents through:-

- Home / school Diaries
- Monthly newsletters
- Website class blogs
- Person Centred Reviews
- Regular Structured Conversations

Parents are fully involved through the Person Centred Reviews in which action plans are developed and monitored by the school, parents and students throughout the year.

Teachers endeavour to involve students with their action plans and targets. Targets are visually presented to students and they are encouraged to talk about how they are performing wherever possible. This encourages students to have the skills and confidence to take a meaningful part in the learning process.

Links

Exeter House School has a range of well-developed partnerships both with other special schools within the area and our mainstream partner schools and local Colleges. This provides staff and students with a continuum of educational provision. The school has links with the following organisations:-

- Wiltshire Special Schools Consortium which provides a forum for all special schools in Wiltshire to share expertise and support each other.
- Wiltshire College – students occasionally join students for curriculum activities such as sport and arts projects
- St Marks and Wyndham Park school – the schools form part of Somerset Road Education Trust with us and share curriculum resources and expertise from both school perspectives
- Support and collaborative working with other schools across South Wiltshire

Evaluation of the policy

The policy is reviewed on an annual basis.

This policy was last reviewed Dec 21

To be reviewed Dec 22