

SEN Policy



Approved by:	Andy Nowak	Date: September 2021
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Next review due by:	September 2025	

This policy follows the statutory guidance for SEN policies laid out in the Code of Practice for SEN, DfES 581/2001.

Basic information about the school's special educational provision

The admission criteria of the school require that each pupil admitted has a diagnosis of ASD (Autistic Spectrum Disorders) or is admitted to school pending an assessment, and that they are also those children who are functioning significantly below age-related expectations. The SEN policy is therefore to meet the need of all of our learners with ASD by training of staff and creating physical environment and structures in which such children can learn. This will include staff knowledge of the following systems and this being transferred into their practice:

- Total Communication Approach
- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)
- Sensory Integration Activities (SIA)
- SCERTS (Social Communication, Educational Regulation, Transactional Support)
- Makaton signing and symbols
- Intensive Interaction
- Team Teach (physical intervention)
- Differentiation of the National Curriculum and its assessment

In addition to having ASD, some of our pupils have additional disabilities, disorders or medical needs that the school meets. These may include dyslexia, dyspraxia, ADHD (attention deficit hyperactivity disorder), bowel disorders or epilepsy, etc. Each child has a Personal Learning Plan (PLP) that outlines their current educational targets. All children have a detailed Emotional Regulation Support Plan, and others have a Health Care Plan or Protocol.

Information about the school's policies for assessment and provision for all pupils with SEN

The school is funded by the Royal Borough of Kensington & Chelsea who are also the admitting authority. The budget is defined by a maximum place number of pupils (currently 80) and by a banding system defining their level of need. The funding formula is sufficient to provide adequate staffing ratios for the needs of most students, but very occasionally an individual pupil's needs are so great that their borough provides funding

over and above the formula to enable the school to meet their needs and to keep them and their peers safe and well. This may possibly be for a short period of time.

The school follows all subjects of the National Curriculum and Religious Education, but differentiates these subjects to meet the learning needs of our pupils with ASD and generally teaches them at levels below age-related expectations. It places great importance on the outcomes of "Every Child Matters": staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

Pupils' needs are identified before entry by Educational Health Care Plan (EHCP), and PLP targets flow from that assessment. Teachers assess progress in learning and autism throughout the year, aided by therapists and support staff. This progress is reported to parents and carers termly through meetings with parents or carers and annually through the annual report and annual review to each parent or carer. The school has a link Educational Psychologist who will offer advice and support regarding new pupils or pupils whose needs are complex. The school makes good use of the specialist experience of the local CAMHS (Children and Adolescent Mental Health Services) as and when needed. The full time Speech and Language Therapy Support provides work with groups of pupils and support and development work with all staff. The school employs its own full Occupational Therapists who lead the school in our low-arousal approach and our Sensory Integration Approaches.

Overall progress of cohorts of pupils is reported to Governors annually. Since all of our pupils have a EHCP, we report all pupils' progress to governors each year, showing through our tracking mechanisms whether the child is making above expected progress (the majority of our children fall into this category according to our data analysis) whether they are making expected progress (a large minority) and those who are making less than expected steps of progress.

Any complaints are dealt with through the usual arrangements: in the first instance to the class teacher, then to the Headteacher, or to a Governor or LA.

Information about the school's staffing policies and partnership with bodies beyond the school

The school has two major foci for staff training: autism, and subjects of the National Curriculum. Additionally, Senior Managers will ensure that they are trained in all statutory aspects of the school, e.g. finance, the expectations of Ofsted, Safeguarding and Child Protection, LEA initiatives, etc.

The school makes use of the following support services for SEN apart from its own in-house Occupational Therapists and Speech and Language Therapists:

The school has an Outreach Service to provide training and support for schools in the borough. This comprises one Assistant Headteacher and 7 highly qualified and experienced teaching assistants. This is funded largely by the Local Authority, to support the schools in the borough in the education of their children with ASD by providing support, guidance, modelling and training. Additionally, this service has set up local focus and support groups for parents of children with ASD who attend mainstream schools, and plans with mainstream schools to help them to set up autism friendly provision within their school.

Parents and carers are regarded as vital partners by the staff at Kensington Queensmill. There is a home –school book that travels to and from daily, and we are hugely supported by those parents who write in the book and let us know what is going on for the child at home. We enlist their partnership through the following activities: PLP writing and review, parent/carer consultation evenings, parent/carer network and training groups, supporting school journeys and educational visits, fund-raising, buying and making resources, celebrations. Pupils' achievements are reported to parents and carers and to governors annually (see above).

Senior Managers carry out robust and relentless classroom monitoring to ensure that teaching and learning remains at an outstanding level. This, too, is reported to governors.

All pupils have a transition review of their progress in Years 5 and 9 where the meeting can discuss likely placements at Year 7 and 11 and begin to work towards that.

The school has links with child health services, social services and educational welfare services as well as voluntary organisations which work on behalf of children with autism. The Head is the school's Special Needs Co-ordinator (SENCO).