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SEN POLICY

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1 Introduction

The core purpose of the school is to develop pupils' communication, personal and social skills and to provide rich learning experiences that reflect their needs, abilities and interests to enable pupils to achieve.

Our overall aim is to be an Outstanding School in our practice and delivery of educational services and to ensure there is a clear, coherent way to provide for the special educational needs of our pupils in order to develop independent and emotionally healthy learners.

Children have special educational needs if they have learning or behavioural difficulties which require special educational provision, which is additional to or otherwise different from the educational provision made generally for children of their age. We are a specialist education provider with a focus on quality first teaching.

These additional needs may include the following:

- Cognition and learning.
- Speech, language and communication difficulties.
- Social communication difficulties (such as ASD).
- Sensory, physical and/or medical needs.
- Identified ability (able, gifted and/or talented children).

Please note this list is not exhaustive.

At Sheiling School, we cater primarily for children with a diagnosis of ASC. This is catered for within our higher levels of staff support, individual target setting and personalised curriculum. All staff are expected to take into consideration the individual needs of the pupils when planning and delivering the curriculum. In addition to this, our pupils may experience a range of other learning needs and may need additional provision.

2 Principles

Sheiling School aims to provide children with:

“a personalised education that brings out the best in every child, that builds on their strengths, enables them to develop a love of learning; and helps them to grow into confident and independent citizens, valued for the contribution they make.”

(DfES, 2004, para. 3.0)

- a) Provide the highest standard of teaching and learning
- b) Promote an inclusive curriculum and learning environment for all pupils encompassing the National Curriculum.
- c) Pro-actively develop, use and promote consistent ASD-specific approaches, with a focus on social interaction and communication
- d) Create a culture and celebration of achievement, stimulating a desire to learn, raising aspirations and expectations
- e) Work in partnership with families, carers, staff and multi-disciplinary teams



- f) Foster and build on pupils' confidence and self-esteem by promoting health, well being, happiness, enjoyment and independence
- g) Provide a stimulating, safe, secure, purposeful and caring environment
- g) Value the voice and views of all pupils, recognising their strengths and encouraging pupils to develop their interests and abilities
- h) Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found and helping pupils to show positive attitudes towards others
- i) Sheiling School specialises in the education of children and young people on the autistic spectrum and we are committed to promoting inclusion within local mainstream schools and sector college provision as appropriate
- j) Promote the school's mission and values of 'Living and learning beyond'

3 Processes

Pupils are supported by a multi-disciplinary team approach of targeted provision from specialist staff, trained and experienced in ASD. We work with the age range of pupils from 6 to 19 years.

Our specialist facilities, teaching and admin areas are situated within open, safe and spacious grounds. We aim to create a calm, low stimulus, structured environment specifically for young people with autistic spectrum disorder (ASD), and can meet the needs of those with additional sensory disabilities and medical needs. We make every effort to meet the medical needs of pupils, for example through implementing a clear and practical procedure on the Administration of Medicines.

We work closely with Social Services and families, to support the development of all pupils. We also work with Health Trusts and other community agencies who offer support and expertise which enriches our provision for pupils.

3.1 Specialist Provision. Sheiling School offers a range of specialist facilities including:

- a) Small classes with a high adult/pupil ratio
- b) Teachers with specialist ASD/AS knowledge and training
- c) A team of skilled and committed support staff who have undertaken specialist training including Educational and a Counsellor, Occupational Therapists, Speech and Language Therapist and Emotional Literacy Support Assistant
- d) The school organisation and approaches to teaching and learning are designed to take account of the particular characteristics of pupils with autism; reflecting a range of approaches including Zones of regulation, Sensory Integration and Social Stories
- e) Access to an adapted curriculum appropriate to stage, age, needs and abilities, including following the National Curriculum and a particular emphasis on social interaction, communication skills and personal development
- f) A post-exam enrichment programme supporting the development of life skills for the future
- g) Implementation of Individual Education Plans as part of the My School Plan guide to support staff supporting each individual student



- h) A physically secure environment with extended curricula related facilities and other specialist facilities including a sensory hall and regulation room
- i) Appropriate inclusion opportunities with colleges and differentiation within the curriculum
- j) Extended education opportunities that are specifically designed for pupils with ASD
- k) Excellent multi-agency links.
- l) Close liaison with a wide range of support services including social services, LEAs, CAMHS, Educational Psychologists.

3.2 School Development Plan is strategically developed and reviewed on an annual basis to identify and agree priorities and targets.

3.3 Annual Review Process. Through consultation with parents, local authorities and multi-disciplinary teams, the SLT/Assistant SENDCo maintains an overview of the Annual review process and ensures that pupils' needs are met, as identified within the pupil's EHCP plans (SEN).

- a) All Education, Health and Care plans are reviewed annually at the Annual Review and new starters receive 12-week reviews following enrolment at Sheiling School. A member of the Education Leadership Team will chair annual reviews and the tutor is present at review meetings, along with relevant therapeutic staff and residential staff
- b) where appropriate. We actively encourage the involvement of pupils in their own review procedures.
- b) The calendar for the annual review of pupils' statements is drawn up at the start of each academic year. The calendar is circulated to all of the relevant agencies so that they can plan their involvement.
- c) As part of the review process the outcomes listed within the EHCP are considered and it may be recommended that they are amended, removed or added to. Short to medium term targets relating to longer term outcomes form the basis of an Individual Education Plan (IEP)

3.4 Assessment Procedures include a range of genre to bench mark progress and achievement, including individual pupils, classes, groups and Key Stages. Assessment processes include school devised subject assessments, IEP termly reviews, assessment of teaching and learning as well as external examinations and accreditation, with GL assessments used for baselining at the beginning of each academic year.

Assessment of pupils' achievement is used to underpin curriculum planning and to set whole-school targets in performance management. A separate policy describes our Assessment for Learning in more detail. Pupils' achievement and progress towards targets are reviewed on a termly basis and targets are amended as appropriate throughout the school year.

3.5 Complaints Procedure. We listen carefully to the views of parents and pupils and welcome comments about the school. We invite parents to contact the Head Teacher/ Deputy Head Teacher or the teacher within their child's class if they need further information or if they have any concerns.

Details of the complaints procedures are supplied within the school 'Welcome Pack' or can be obtained from the Head Teacher/Admin Team for parents who wish to make a formal complaint. By paying close attention to constructive criticism (and to any compliments we may receive) we believe that we can discover improved ways to build on the effectiveness of the school.



3.6 Continued Professional Development. We are committed to supporting the continued professional development of all staff through appropriate in-service training. Performance management of individual staff members is addressed through annual appraisal, supervisions, termly lesson observations and regular learning walks from SLT and the middle leadership team. Training for all staff includes an e-learning programme which encompasses all mandatory training requirements i.e. Child Protection, Health and Safety, Manual Handling etc. All staff attend specialist induction training including specialised approaches, safeguarding and Team Teach de-escalation / behaviour management. Training schedules support Sheiling School to maintain compliancy from staff members through refresher training. We take full advantage of delivering training supporting national strategies and we are supportive to all staff who wish to advance their general educational qualifications, for example by working towards educational exams, degrees or postgraduate awards.

3.7 Therapeutic Intervention. The school has on-site therapists who have statutory responsibilities for pupils with EHCP's and offer advice and support to teachers on a range of issues to support individual pupil's progress and achievement.

3.8 Transition. The specialist Transitions Coordinator and teachers work closely with staff and families to plan appropriate guidance and support for pupils in preparing for pupil's transition to a new key stage, as well as when starting at The Sheiling School.

3.9 Home/School Communication. We encourage close communication with parents and appreciate their help and support. We believe in consulting and cooperating with parents in order to help all pupils to make optimum progress in all areas of their development. The school highly values the contribution made by parents and is grateful for the time and commitment that they give to the School. If parents have difficulties in attending review meetings at school we will make every effort to make arrangements to overcome these problems. There are formal opportunities for parents to meet with staff through the annual review processes and through 12-week review meetings for new starters. The school also operates home-school outreach in extreme situations to support a student's attendance, and/or telephone/e-mail contact systems. The school is happy to use ICT to keep in touch, for example sharing resources, pictures and information and distributing our newsletter.

4 Outcomes

4.1 We believe that all pupils receive a broad and balanced curriculum which is relevant and flexible to meet their individual needs. Our curriculum principles are explained within the school Curriculum Policy Document. Subject Statement documents describing the intent, implementation and impact of subjects and teaching and learning considerations.

4.2 A coordinated whole school approach to self-evaluation includes parental surveys and feedback from the Student Council, supporting the production of a well-rounded School Development Plan. We are committed to effective school-self evaluation as a basis for raising standards.

4.3 Our provision is evaluated in several ways



External evaluation by OFSTED, from the governors and the LEA who monitors and evaluates the school by:

- Whole school and pupil achievement
- Achievement against the National Curriculum
- Results achieved from Nationally Accredited Programmes/courses
- Attendance and exclusions
- Progress in terms of IEP targets

Regular review and evaluation of the whole school using the Curriculum Monitoring/Assessment Policy including scrutiny of work and monitoring of planning.

5 SLT

- a. To ensure that all staff are aware of the school's policy/procedure
- b. Relevant information to changes to the school procedures are passed on to staff accordingly
- c. The effectiveness of the procedure development is monitored regularly

6 SLT roles in SEND

- d. Give guidance and support to set appropriate targets and plan strategies appropriately
- e. Targets for pupils learning are set and met
- f. Ensure risk assessments and positive behaviour plans are reviewed regularly
- g. Ensure resources are appropriate and available
- h. Ensure IEPs are set and reviewed termly

7 Parental Involvement

We believe that the education of our pupils is a collaborative enterprise involving teachers, parents and carers, pupils and the wider community. Regular and positive communications will be made between teachers and parents and carers, on a formal and informal basis.

We aim to harness the support of the family / home and to stimulate greater support in order to enhance all learning

Opportunities to promote parental involvement include:

- a) Regular communication to day/residential pupils via a phone call, Teams Meeting or e-mail dependent on parental preference (can be daily if preferred)
- b) Regular phone contact
- c) Parents/Carers will be invited to attend their child's Annual Review / LAC etc.
- d) Progress reports will be shared with parents/carers every term/3 times per year including records of behaviour incidents and RPI's as these happen to ensure parents/carers are up-to-date with their knowledge of the pupil's education and social development



- e) Parents/Carers will be invited to Parents/GCSE Options evenings on site and for those who cannot attend, phone calls or Teams Meetings will be offered at a convenient time to them
- f) Parents/Carers will be invited to many whole school social events

8 Equal Opportunities Statement

All staff will aim to treat every child as an individual, and will respect their individuality, regardless of gender, race, sexual orientation, academic or physical ability or socio-economic background. The staff will be aware of stereotyping in their selection of resources.

9 Monitoring and Evaluation

This Local procedure will be reviewed in one year by a member of ELT alongside or as and when necessary to reflect changes in school practice.