

Caring for young minds

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Date Approved by Governors	March 2019
Review Date	Annually – January 2020
Coordinator	DHT/SENCO Will Ross
Principal Signature	Matthew Hillman

At the heart of all policies at The Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at The Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

Introduction

The SEN information report is required by the Children and Families Act 2014. This will be updated annually to reflect changes and plans within the school. The report states the current provision within The Family School. It outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND). The information required to be included in this SEND Information Report is stated in The Special Educational needs and Disability Regulations 2014 SCHEDULE 1: information to be included in the SEN information report.

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014)

The Family School is an Alternative Provision Free School. Pupils are referred via a commissioning process, either via a Local Authority or direct from other schools. Pupils in our school are aged between 5 and 14 years old. In January 2019 we had 21 (81%) pupils who had an EHC Plan on roll. In addition 3 applications were in progress. Furthermore as all our students are referred to us because they are not making progress in their mainstream setting, we consider all students, by definition, to have additional needs.

<p>What types of SEN do we provide for at The Family School?</p>	<p>Children at The Family School may have a range of difficulties included in one or more of the four main areas of SEND:</p> <ul style="list-style-type: none">• Social, mental and emotional health• Communication and interaction• Cognition and learning• Sensory and/or physical <p>The majority of our pupils are psychologically vulnerable and are having problems managing successfully in mainstream or AP school settings. Typically these difficulties present themselves as behavioural issues. We would not usually be referred students whose primary need was cognition and learning although we would be alert to this being the underlying cause of behaviour concerns. Pupils may have identified needs in one area of SEND and may also have associated needs in a different area.</p> <p>Some children may have a diagnosis of a difficulty, for example: ASD, ADHD, visual impairment, epilepsy.</p> <p>Due to our emphasis on working with families we are generally referred students whose school or local authority has identified that</p>
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	<p>at least part of the student's difficulties could be alleviated by closer work and understanding with parents and carers.</p>
<p>How do we consult with children with SEN and their parents/carers and involve them in their education and care?</p>	<p>Consultation with children and parents is a particular strength of the school. TFS requires parents to participate in the school day. Teachers as well as the therapeutic team are able to discuss all aspects of the child's targets and progress on a daily / weekly basis. From the point of referral we work closely with pupils and their parents/carers, and their referring school and commissioner in order to understand and meet their individual needs. This is carried out through a carefully planned programme of meetings, visits to the school and detailed baseline testing. Our unique Parent/Carer Learning Programme & Classroom Intervention enables us to achieve detailed consultation and involvement on an ongoing basis.</p> <p>All pupils have a detailed Personal Care and Learning Plan (PLCP) drawn up in consultation with them and their parents/carers as part of the admission and induction process. This identifies targets for change and academic progress which sit alongside targets identified within the statement / EHC plan.</p>
<p>How do we assess and review children's progress towards their outcomes? <i>How do we know if a child needs extra help?</i></p>	<p>Regular reviews of each pupil's PCLP take place between pupils, parents/carers and staff members. Specific measures, for example questionnaires, for pupils, parents/carers and teachers, are used to monitor change and progress.</p> <p>Academic progress is assessed daily through on-going classroom practice. Half termly assessment against NC curricula is recorded and tracked. This enables us to know where students are against the expected national averages as well as diagnose areas for development and gaps in knowledge and understanding.</p> <p>All pupils are in classes of no greater than 6 pupils; teachers and assistants use continual assessment both formally and informally in order to monitor each pupil's progress and identify areas of further need as necessary. The high pupil: staff ratio ensures that extra, targeted help can be provided as necessary.</p> <p>Progress against targets are checked via the tracking grid and 'stuck' students quickly identified. In addition, on a weekly basis our LAMBS meetings identified on track / not on track students. LAMBS meetings identify necessary intervention</p> <p>For children with statements of SEN or EHCPlans we hold regular reviews with appropriate professionals. We may identify that a pupil should have an EHCPlan applied for during their time with us; this</p>

	<p>will be done via the pupil's home LA. Parents and pupils will be consulted at all times.</p> <p>Each pupil's PCLP will identify if additional intervention, for example, Speech & Language support, is needed, and this can be planned via the commissioning body</p>
<p>What is our approach to teaching pupils with SEND?</p>	<ul style="list-style-type: none"> • Working collaboratively with school, parents, child and professionals to ensure all relevant information is captured during the induction phase • Teachers knowing each pupil individually; their strengths weaknesses, • Professional understanding of the challenges each pupil faces and a creative and empathetic approach to helping them meet those challenges • Differentiated multi-sensory curriculum • Outstanding Teaching and Learning • Individual support • Information technology used where appropriate to alleviate barriers to learning • Willingness to constantly explore and experiment with identified best practice. • Collaborative working with other professional and willingness to adopt their recommendations: eg LEGO therapy
<p>How do we adapt the curriculum and learning environment?</p>	<p>Our SENCo and Lead for Curriculum, Teaching, Learning and Assessment work with the teaching team to ensure all long, medium and short term plans demonstrate a differentiated curriculum within which all students can show what they know and can do. Robust assessment of each student ensures that all teachers know individual student starting points. Student starting points form the basis of all day to day lesson plans and each student will be set lesson by lesson individual task based target appropriate for their ability.</p> <p>Some pupils will benefit from having an adult with them on a 1:1 basis for some or all of the time.</p> <p>For some students the learning environment is adapted. For students who are very susceptible to being distracted by other students and are liable to have severe anger outbursts we use space, time-out and 1:1 to ensure that interaction within the classroom is managed to facilitate learning – whilst still ensuring that negative behaviour traits are challenged.</p>

	<p>For school phobic students we are prepared to adapt the location of where learning can take place so that the student can slowly get used to a classroom situation.</p> <p>Appropriate resources: different colour paper for SL</p> <p>IT is used appropriately where it can help students access the curriculum. Google Apps are used to permit students to write and save. Individual laptops are allocated to students. For visually impaired students this facilitates allows essential resources to be placed on the student's screen rather than reading off the board.</p> <p>Other typical technology that helps individuals access the curriculum: Left-handed scissors, writing slopes, writing grips, different coloured paper, are used where appropriate.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>As mentioned in the introduction to this document, all our students have been referred to us because they are struggling to make progress in their current school and accordingly we establish individual programs for all our students. We have an ethos which recognises that every student is working on their own targets and running their own race. In this way both SEN and none SEN students are encouraged to work collaboratively whilst making progress against their own targets. In addition, 1:1 support is available to all our students at different times and there is not therefore a divide between SEN with statement / EHC plans and those without. Similarly additional support, for example S&L support, may be given on a one to one basis out of the classroom at the same time as a none SEN student is withdrawn to work within a family group on aspects of behaviour.</p> <p>Other relevant factors which enable SEN students to engage with none SEN:</p> <ul style="list-style-type: none"> ● Good differentiation and appropriate scaffolding ● TA support ● Peer support ● Mixed age and mixed ability classes ● All our outside the classroom activities are planned to be accessible to all pupils.
<p>How do we support pupils moving between different phases of education or</p>	<p>We aim to enable all pupils to make the transition to either a mainstream school or to another long-term specialist educational provision. This is carried out on a highly individualised basis with careful planning and consultation with pupil/family and receiving school at all stages. This usually involves a gradual integration to the</p>

<p>in preparing for adulthood?</p>	<p>new school and includes visits to and from the new school, with selected lessons and times being considered.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Supporting pupils to improve their emotional and social development is central to all our work at The Family School. Our school is small and each child is known individually to all staff. Highly specialised and individualised programmes of support are therefore developed; these are identified in each child's PCLP.</p> <p>The Parent and Carer Learning Programme offers knowledge, skills and mental health innovation that enables to support pupil wellbeing. Combined with this programme is the Class based multi-family therapy intervention programme which works with pupils and their parents/carers together. These programmes are delivered in close conjunction with staff from The Anna Freud Centre and are drawn from the most up-to-date CAMHS practice. They involve listening to the views of all pupils, including those with SEN. Pupils are actively encouraged to become involved in understanding their own needs and working with all staff to have these needs met.</p> <p>Working in tandem with this therapeutic input is the consistent implementation of our behaviour policy which identifies expectations, rewards and sanctions. The emphasis of our school is reintegration and our view is that students need to aspire to the high expectations of a mainstream setting. This is challenging as our students come to us with profound emotional and social difficulties. Nevertheless, this twin track approach of outstanding therapeutic and family intervention aligned with outstanding T&L and high expectations is the driving force behind the school.</p> <p>Specific interventions include:</p> <ul style="list-style-type: none"> ● Multi-family groups ● Individual Family therapy ● One to one mentoring, CBT, counselling ● IT 'Whats-up' self analysis program ● Family assessment and rapid referral and signposting to CAMHS
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>All staff have clear job descriptions which detail the required qualifications for each post in the school.</p> <p>All staff have received training in systemic practice and have close on going mentoring with Consultant Family Therapists from AFC. Several of them have, in addition, undertaken further specialised training in SEND in a variety of fields including CBT, ASD and</p>

	<p>Dyslexia. Regular ongoing team meetings, case conferences and consultations, both as a team and individually, ensure that staff are highly trained and supported to understand and work with a range of pupils' needs.</p> <p>The Deputy Headteacher/SENCo has a Masters in Social, Emotional, Mental Health Difficulties in Education and is currently completing the Nation Award for Special Educational Needs Co-ordination at UCL Institute of Education. He was previously the head of an SEN outreach service for SEMH difficulties.</p> <p>Our Headteacher was previously deputy head teacher of an all through special school</p> <p>Our AHT teacher – students and parent welfare – worked as a teacher and therapist in a CAMHS run educational centre</p> <p>The two founders of the school – and Family therapy consultants at TFS - set up and worked for 30 years in an unique education centre in London working with exclusively SEN students</p> <p>In recruiting teachers and TA's, experience with students with SEN is always an essential characteristic on the PS.</p> <p>We buy in to an SLA to provide EP services in addition to that provided by the commissioning boroughs</p>
<p>How will we secure specialist expertise?</p>	<p>TFS works hard to foster good relationships with the SEN team of our commissioning LAs. Through these links as well as independently we secure specialist expertise as necessary. This year this has included:</p> <ul style="list-style-type: none"> ● Links with specialist services such as Speech and Language/Occupational Therapy Services via our commissioning bodies. ● Work with Educational Psychology Service as required ● Specialist Therapeutic/psychiatric input from The Anna Freud Centre. ● Social Care as appropriate ● School Nurse ● Sensory Inclusion Team
<p>How will we secure equipment and facilities to</p>	<p>In addition to those examples mentioned already in this report and those documented in our Accessibility Policy and action plan – available on our website – we:</p>

<p>support pupils with SEND?</p>	<p>have commissioned our own minibuses driven and chaperoned by our own staff, to enable students to attend our school. Some of our students were banned from community transport and taxi services.</p> <p>IT resources to meet the needs of VI students have been secured.</p> <p>We have secured a multi-sensory 'safe-space' to help students in need of de-escalation</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Our pupils come from a number of different Local Authorities and we can signpost towards a number of services within each of these.</p> <p>For example, referrals can be made to Early Intervention Services in the pupil's local authority, in consultation with parent/carer</p> <p>We work closely with Children's Social Care Services as appropriate.</p> <p>Further information can be obtained via a member of the school's Senior Management Team or the Clinical Team</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>Analysis of relative achievement of SEN students with none SEN.</p> <p>Achievement measured as progress from starting points in –</p> <ul style="list-style-type: none"> ● Attendance ● NC progress tracking data ● Rewards and Sanctions, Exclusions ● Behaviour for Learning tracking grids ● SDQ <p>Also softer measures</p> <ul style="list-style-type: none"> ● Questionnaires of students ● Discussions with family <p>Also independent analysis through observation and inspection</p> <ul style="list-style-type: none"> ● Challenge Partners ● DFE Advisor ● External Consultant
<p>How do we handle complaints from parents of children with</p>	<p>Our assumption about all complaints is that there will always be something we can learn from and improve our practice. We publish our complaints procedure on our website and make parents aware of it. As part of our parent induction program we stress the importance of parent feedback. Parents are very much part of every aspect of</p>

<p>SEND about provision made at the school?</p>	<p>the school and it is very common for parents to challenge us about aspects of their child's provision. We don't always get it right and we hope that we are open and approachable and will talk things through to find a way of resolving any difficulties. If matters are not resolved there is a clear, documented, complaints procedure available from the school's website and from the School Office. We will ensure that any complaint is dealt with promptly.</p>
<p>What support services are available to parents?</p>	<p>The Parent/Carer Learning Programme and the Class-based Multi-family Intervention Programme</p> <p>Open College Network Accreditation</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Each of our LAs publish their own local offer on their website. For LAs with whom we have an ongoing contract to provide places each year, we form part of that local offer.</p>