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1.0 INTRODUCTION

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 DEFINITION OF SEN

Children and young adults have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children and young adults have learning difficulties if they:



- Have a significantly greater difficulty in learning than the majority of children /young adults of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2.0 AIMS OF THE SCHOOL

- To ensure that all students have access to a broad and balanced curriculum appropriate to their individual needs.
- To provide a differentiated curriculum appropriate to the individual needs, ability and interests of each student
- To ensure that all students take as full a part as possible in all school activities
- To ensure that parents/carers of all students are kept fully informed of their child's progress and attainment
- To ensure that all students are involved, where practicable, in decisions affecting their future provision
- Whilst many factors contribute to the range of difficulties experienced by our students, we believe that much can be done to overcome them or lessen their effect, by parents, teachers and students working together.

3.0 HOW DOES BASTON HOUSE SCHOOL KNOW IF PUPILS NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

All pupils attending Baston House School have an Education Health Care Plan (EHCP) for pupils with Autistic Spectrum Condition. The pupils may also have additional identified needs such as communication and specific learning difficulties.

The EHCP also outlines each pupil's intended outcomes that are reviewed on a regular basis and at the Annual Review to ensure that they remain appropriate to meet the pupil's special educational needs. We have rigorous monitoring in place that tracks the progress our pupils make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use academic data and other forms of assessment throughout the year to identify additional needs and celebrate achievement. As parents and carers you are encouraged to speak to the class teacher about any concerns you have.

4.0 HOW WILL BASTON HOUSE SCHOOL STAFF SUPPORT MY CHILD?

Our approach is guided by our policies, including: curriculum, teaching and learning, assessment, SEND and autism policies. This ensures a well-understood approach that supports our pupils and their families. There is a comprehensive induction programme for both the pupil and the parents. It begins months before your child starts at Baston House School. All pupils have a named class teacher. It is easy to contact your child's teacher by email or phone, and to meet up at events like annual reviews and open evenings. Staff routinely consult with pupils regarding their needs, for example, when preparing for the Annual Review meeting, pupils are encouraged to reflect on their successes, areas they would like to work on and their aspirations.

Our curriculum is carefully planned in consultation with parents, governors, pupils and staff to make sure we meet the needs of the pupils.

Progress is regularly monitored to ensure pupils are achieving as much as they can and we discuss this with you at regular points throughout the year: over the phone; diaries; by email; in review meetings and where appropriate through home visits.



All of our staff are trained to meet the range of Special Educational and Additional Needs. Other professionals support the teaching staff and pupils, such as the Clinical Psychologist, Speech and Language therapist, Occupational therapist and a clinical assistant.

Your child will have a plan that is kept under regular review and any agreed targets are shared with the family. The Governing Body is responsible for monitoring that the SEND policy is working well.

5.0 HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

By the time students leave us we want them to be:

- Good communicators
- Socially confident
- Happy and able to emotionally self-regulate
- Literate and numerate with as broad a range of accreditation as possible, including GCSE
- Independent
- Ready for college, training and beyond with a lifelong love of learning

To deliver these outcomes our ambitious curriculum:

- Is appropriate, broad and balanced
- Integrates therapies via a multi-professional team approach
- Is underpinned by an understanding of research into best practice
- Is well planned
- Creates assessable academic and social outcomes
- Creates planned opportunities to develop independence and community participation
- Is supported by effective policies to support outcomes e.g. behaviour and teaching policies
- Skilled teachers employ a range of effective strategies to teach in a way that matches pupils' abilities, strengths to provide appropriate stretch and challenge.

6.0 PARTNERSHIP WITH OTHER PROFESSIONALS

At Baston House School we recognise the importance of working with other professionals.

Onsite we have a clinical team, which consists of a clinical psychologist, Speech and Language Therapist, Occupational Therapist and Assistant Psychologist.

7.0 HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

There is an opportunity to discuss your child's progress against the EHCP and SEN support plan at various points throughout the year.

Pupil progress is tracked carefully by heads of department and teachers and staff use a rigorous system to check that pupils are making at least good progress and that the right strategies are employed.

Opportunities to discuss how best to support your child include, meeting with education staff, therapy staff, subject leaders, pastoral staff and senior managers. You are also offered termly review meetings as well as end of year academic reports. Our homework policy invites you to decide, with the school, the most appropriate level of homework for your child.

8.0 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

Our values of respect and appropriate behaviours underpin all of our work in school.



In addition, we take the following very seriously: Safeguarding, including e-safety (staff termly training); behaviour and attendance (with a clear link to rewards); 'pupil voice' is central to our ethos and a clear anti-bullying policy.

We provide home-school liaison through our parent liaison officer and follow an effective communication strategy to keep parents up to date. We seek to provide appropriate peer groups in-line with our admissions policy. We support pupils' mental health through enhanced staff training, pastoral support and therapeutic overview.

We endeavour to ensure that all communication between home and school is realistic and positive with a focus upon ways to improve pupils' outcomes. Good communication will also ensure we know all pupils well, including their interests, so we know how best to support them.

Classes in our school are often mixed, for example Year 9, 10 and 11 pupils to help your child learn from peers and to support them to feel settled more quickly in a new class as well as to widen their circle of friends. A lead governor monitors and evaluates the management of pupil well-being at Baston House School.

9.0 WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

If identified in their EHCP or review, your child will have dedicated time with any one of our therapy team or education staff. We have a qualified team of clinicians led by a full-time consultant clinical psychologist. We also have an assistant psychologist; two speech and language therapists; two occupational therapists and one therapy assistant.

We hold annual review meetings, providing the opportunity to identify whether provision is sufficient and appropriate: We believe that therapy intervention is best delivered in an integrated multi-professional way and is carefully planned throughout the curriculum. We can also make referrals to local CAMHS and Children's Services as appropriate

10.0 HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

Activities and trips are planned with all our pupils in mind. All visits are risk assessed to make sure they are appropriate for individual pupils. Parents take an active part in discussion around residential visits. If you were to have any concerns on a particular activity, for example, we would meet to discuss the individual risk assessment.

Our Single Equality Policy promotes access and inclusion of all our learners in all aspects of the curriculum, including activities outside the classroom. Where there are concerns for safety or access, further thought and consideration is given and extra measures put in place to ensure needs are met. Where applicable parents and carers are consulted and involved in the planning process.

11.0 WHAT TRAINING DO THE STAFF SUPPORTING CHILDREN WITH SEND HAVE?

Staff are highly skilled at meeting the whole range of additional needs. As well as their professional qualifications, many also have additional, higher qualifications (e.g. at Masters Level and in Leadership). We have a comprehensive training programme, including weekly meetings, briefings and INSET days, which are customised to reflect and respond to the needs of the pupils who are currently at Baston House School. Staff are trained to teach subjects such as Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE). Safeguarding, including e-safety is a regular feature in our staff development



schedule and information is communicated to parents in the parent newsletter. The use of physical intervention is also delivered to promote everyone's safety. The governing body attends regular training so that strategic decision-making is based on knowledge of the Baston House cohort.

12.0 HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school is fully accessible for pupils with mobility aids. There are suitable washroom facilities and we ensure that accessibility is regularly reviewed and audited as part of our monthly health and safety check. Pupils with medical needs are supported in line with our school policy for supporting pupils with medical conditions.

13.0 HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD FOR THE NEXT STAGE OF EDUCATION?

Post-16 transition is carefully planned from the Y9 transition review onwards to identify and prepare pupils for the most appropriate next step in their education. This includes: college placement in years 10 and 11, functional skills qualifications, identifying individual pathways for those who show interest and talent in particular areas, e.g. school and college-based vocation courses. School staff support parent visits and applications to colleges and further education providers where appropriate. There is close liaison with the new provision to ensure that their staff are well informed. Occasionally it may be more appropriate to transfer out of school to another setting before the end of Y11. Transition at each key stage is carefully planned and communicated to parents.

14.0 HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILD'S SPECIAL EDUCATIONAL NEEDS?

Baston House School's arrangements are designed, structured and funded to meet the range of special educational needs identified in the school's admissions policy and the pupils' EHCP.

15.0 HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

The EHCP identifies your child's needs and the corresponding provision. The Annual Review process is a formal mechanism by which education staff, therapists, pupils, parents and local authority representative discuss progress and ensure that each child's needs are being met through the arrangements put in place by the school. At this point a decision is taken whether additional or different arrangements are necessary.

16.0 HOW ARE PARENTS INVOLVED IN THE SCHOOL? HOW CAN I BE INVOLVED?

We ask all parents to positively engage in a range of opportunities to discuss their child's progress. These include termly meetings with teaching staff and the statutory annual reviews. We have a parent-school communication policy to ensure that dialogue is open and staff are easily accessible. We encourage our parents to engage in school development by attending coffee mornings and workshops run by education staff and therapists. Parents also contribute to the SEN policy in this way. We hold parent workshops to meet the needs of our current pupils, for example, supporting behaviour and developing social skills. We do not currently have a PTA.



17.0 WHO CAN I CONTACT FOR FURTHER INFORMATION?

Current pupils: Your child's teacher is your first point of contact. The school website <http://www.bastonhouseschool.org.uk> contains useful information about the work of the school. For further help, please contact the school office: 020 8462 1010 or info@bastonhouseschool.org.uk