

Communicate, Engage and Thrive

Creating a safe and engaging environment in which individuals are enabled to achieve their full potential by providing them with a fun, individualised and motivating curriculum.

Local Procedure Title	Special Educational Needs and Disability
Site	Tadley Court
ECS Policy number and title	ECS 33 Special Educational Needs and Disability
Local Procedure template reference	ECS LP 33
Local Procedure date	July 2021
Local Procedure review date	July 2024
Local Procedure Author(s)	Lesley Walkden
Local Procedure Ratification	Checked and Approved by: Head Teacher

1. Introduction

- 1.1 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 that enable pupils to achieve
- 1.2 Our overall aim is to be an Outstanding School in our practice and delivery of educational services.
- 1.3 All local Authority funded pupils attending Tadley Court School have an EHCP monitored by the Local Authority
- 1.4 Tadley Court accepts international pupils who meet the admissions criteria

2. Principles

We aim to:

- 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) Offer Post 16 pupils the chance to achieve externally accredited courses either in house or supported at a local FE College,
- 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) Tadley Court School specialises in the education of children and young people on the autistic spectrum we are committed to promoting inclusion within local mainstream schools and sector college provision as appropriate

3. Processes

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Pupils are supported by a multi-disciplinary team approach of targeted provision from specialist staff, trained and experienced in ASD. We work with the full age range of pupils, from 4 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. More details are given within our Curriculum and Equality Procedures. 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. Tadley Court 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 Psychologists, Occupational Therapists, Speech and Language Therapists and therapeutic assistants
- 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 TEACCH, PECS, Sensory Integration, Intensive Interaction, and Social Stories
- e) Access to a curriculum appropriate to age, needs and abilities, including a modified National Curriculum with a particular emphasis on social interaction and communication skills
- f) A Post 16 curriculum supporting the development of life-long-learning skills
- g) Implementation of Individual Education Plans
- h) A physically secure environment with extended curricula related facilities and other specialist facilities including sensory environments
- i) Appropriate inclusion opportunities with partner schools, sector 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 etc.

3.2 School Development Plan is strategically developed to cover a three year period and reviewed on an annual basis to identify and agree priorities and targets. Funding is allocated for specific developments and resources are allocated to effectively meet pupil needs with all classes receiving termly and weekly budgets dependent on need.

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

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- a) All Education, Health and Care plans are reviewed annually at the Annual Review and bi annually within an interim review. A member of the school Leadership Team chair annual reviews, the Class teacher is present at review meeting. 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 assessments, IEP half termly achievement data, assessment of teaching and learning as well as external examinations and accreditation.

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 half 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 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 and termly lesson observations.

Training for all Priory staff includes an award winning 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, Health and Safety and Team Teach positive behaviour management.

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 NVQs, degrees or postgraduate awards.

3.7 Therapeutic Intervention. The school has an on-site Educational Psychologist, SaLT and OT 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.

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3.8 Transition. The specialist Transition Coordinator and teachers work closely with staff and families to plan appropriate guidance and support for pupils in preparing for pupil's transition into adult services.

3.9 Registration/Affiliation. The school is a member of National Association of Independent Schools and Non Maintained Special Schools (NASS), ASDAN,, National Autistic Society (NAS) and we receive monthly ASD / SEN publications, gaining information on courses and resources for pupils with special educational needs. We are affiliated to Specialist ASD Schools and several local support networks for autism and specialist education.

3.10 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. The school works closely with parents and is happy to offer facilities for parent groups to meet regularly in the school.

There are formal opportunities for parents to meet with staff through the annual review processes and through interim review meetings. The school also operates home-school diaries, 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 through individual Classes, maintaining an up-to-date website and distributing our termly newsletter.

3.11 Community Cohesion/Inclusion. The school looks to provide relevant opportunities and experiences within other school and college environments, and work with mainstream pupils, through a range of inclusion arrangements. These links not only strengthen our capacity to deliver a personalised curriculum, they have also led to some pupils transferring full time into mainstream provision. As part of our service role, we work closely with colleagues in partner schools, to help them to provide effectively for their pupils with ASD.

As part of our Post 16 curriculum many of our pupils attend local sector colleges as part of their Individual Learning Plan; an important link which provides valuable experience for our pupils to gain the skills to support transition into adult life.

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. Individual policy documents describing all mandatory National Curriculum subjects identify subject-specific aims, expectations 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 Evaluation, summarising the school's strengths and areas for development. We are committed to effective school-self evaluation as a basis for raising standards.

4.3 Our provision is evaluated in several ways

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External evaluation by OFSTED, from the Challenge and Improvement Partner, 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. SMT

- a. Give guidance and support to set appropriate targets and plan strategies appropriately
- b. Targets for pupils learning are set and met
- c. Ensure risk assessments and positive handling plans are reviewed regularly
- d. Ensure resources are appropriate and available

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) Daily / weekly communication to day / residential pupils via a communication book or e-mail dependent on parental preference
- 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
- e) Parents / Carers will be invited to whole school social events such as the summer fair and sports day

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.

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9. Monitoring and Evaluation
This Local procedure will be reviewed in 3 years by a member of SlT or as and when necessary to reflect changes in school practice

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
October 2018	Lesley Walkden	Date and brought in line with Priory policy
July 2021	Lesley Walkden	Dates, in line with legislation, change to accreditations, SLT responsibility areas.