

TreeHouse School SEN Information Report - July 2017

Preamble: What is this report?

The SEND Code of Practice 0 – 25, May 2015, set out a requirement that all schools publish information on their website about the implementation of the Governing Body's policy for pupils with SEN (see section 6.79 – 6.83, Publishing information: SEN Information report).

The requirement is that the information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

The information required is set out in the SEND Regulations 2015 and **must** include information about:

- the kinds of special educational needs that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

The SEN Information report should also:

- include arrangements for supporting children and young people who are looked after by the LA and have SEN
- ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language
- include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns
- give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published

- In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN

This report document sets out the information required.

TreeHouse School SEN Information Report

What kinds of special educational needs are provided for at TreeHouse School?

- All children and young people have a diagnosis of Autism and associated difficulties with social communication, learning and sensory needs
- All children and young people additionally have severe or moderate learning difficulties
- All children and young people demonstrate 'behaviours that challenge' their learning or participation in their communities
- Provision for pupils' individual medical and health needs (e.g. epilepsy, diabetes) is agreed on an individual basis and is supported with a Health Care Plan.

Arrangements for consulting parents of children with SEN and involving them in their child's education include:

- Termly meetings scheduled for each child and their family (also attended by the child or young person wherever relevant and meaningful to do so) in which progress through the Individual Education Plan (IEP) is reviewed and new targets agreed. These meetings last an hour and a half and are attended by the child's Class Teacher or ABA Supervisor, their Behaviour Analyst (who acts as SENCo) and members of the Speech and Language Therapy or Occupational Therapy team as appropriate.
- Daily home-school book communication describing learning focus, progress and any challenges faced during the day
- An individual positive behaviour support plan for each child agreed with families, including behaviour support strategies that can be applied in the home as well as school setting
- The offer of home-visits or community visits with the family and their child in order to support the generalisation of learning across settings
- A range of school events that are open to families including Sports Day, Arts Day and the Christmas Show
- Parent Open Evenings are held twice a year to enable families to meet the whole team involved in teaching and supporting their family member at TreeHouse School
- A Parent Talk series covering key areas of concern for families e.g. Person-Centred Transition Planning, Wills and Trusts, Transition to adult services – with individual family support available
- Termly curriculum progress report
- Frequent phone calls and 'ad hoc' opportunities for families to meet with members of the school team

Arrangements for consulting young people with SEN and involving them in their education include:

- A child-specific transition is planned to support each child or young person to have the best possible start at TreeHouse School. This includes an admissions assessment in the home, at TreeHouse and, where relevant, in the child's current school. The admissions process includes seeking the views of the young person about their admission to TreeHouse School
- An emphasis on teaching choice-making and communication skills runs through the entire school curriculum
- All behaviour is understood to be a form of communication – understanding the 'function' or purpose of a child's behaviour informs the teaching and behaviour support strategies included within a child's personalised positive behaviour support plan and curriculum. Socially appropriate functionally equivalent 'power phrases' are taught to pupils in order to give them the communication tools they need to have their needs met and to overcome barriers to learning that may exist as a result of their behaviours that challenge

- Pupils are given appropriate opportunity to select targets they want to work on for themselves e.g. a child may tell us they want to learn how to ride a bike and we would add this to their weekly timetable (ensuring a careful breadth, balance and relevance over time)
- In Key Stage 4 pupils have opportunity to access the full range of vocational pathways on offer, so that they can make an informed choice on entering the 6th Form about the pathways they would like to continue with in greater depth e.g. continue with Landscaping but discontinue with Performing Arts
- Pupils complete a 'Pupil Voice' submission at their Annual Review/Preparing for Adulthood Review: in film, writing, presentation or by attending the meeting themselves, pupils express their views on what they enjoy, their strengths, what support they need, who their friends are, who they enjoy working with etc.
- Patterns in behaviour data are analysed to support pupils who may still be developing the communication tools they need in order to make themselves understood in a socially appropriate manner e.g. where high instances of behaviours that challenge are found in one lesson but not others, staff analyse the data to understand the function (purpose) of the behaviour in that lesson and to adjust the environment accordingly so that the pupil can access learning and have their views understood and needs met.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review include:

- Daily updates in the home-school communication book
- Half termly reports to parents on key areas of progress or challenge (these may take the form of a phone call, email or short written report, depending upon parental preference)
- Termly reports showing progress towards IEP targets and a general curriculum progress report – new targets are agreed with the child or young person before being introduced in a way that is meaningful and relevant to each child
- Baseline assessment on entry to the school includes: cognitive assessments (BAS-II); parental questionnaire (Vineland Adaptive Behaviour Scales); P/National Curriculum level assessments; the Assessment of Basic Language and Learning Skill – Revised (ABLLS-R); and Verbal Behaviour-Milestones Assessment and Placement Programme (VB-MAPP) assessment; and Allied Health Professional assessments e.g. of Expressive and Receptive communication skills and sensory needs. These assessments are completed on an annual cycle and progress towards goals is tracked
- 'Formal' termly meetings between families and school staff are scheduled; there are also 'ad hoc' meetings
- Annual Review meetings in which longer term outcomes and shorter term goals are agreed between the young person, school, local authority and family

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood include:

- A personalised curriculum offer, including study programmes, covers the four Preparing for Adulthood themes of Independent Living, Community Inclusion, Health and Employability skills as well as continuation of functional English and Mathematics
- Careful handovers and preparation for transition between classes each year (useful preparation for transition between services in the future)
- Daily Living Skills curriculum included within each child's curriculum in the 6th Form e.g. laundry, preparing meals, grocery shopping
- A rich, broad, balanced and relevant curriculum offer that includes a variety of community-based leisure pathways e.g. gym, swimming, horse-riding, climbing, that ensures that pupils have regular opportunities to develop their community living skills and interests
- Person-centred transition planning extended to all pupils.
- Communication passports completed with each pupil to support their transition to their next setting

- Teaching and behaviour support strategies that place an emphasis on increased independence e.g. gradual transition from intensive 1:1 instruction to structured and supported group work; fading or thinning reinforcement schedules and a constant focus on extending the range of activities that motivate a child or young person to engage in their learning and in their community

The approach to teaching children and young people with SEN is:

- Person-centred – each child or young person is at the heart of decision-making about the approach/es taken to support their learning and to meet their diverse needs
- A partnership between home and school, with an important focus on a child or young person being able to learn and generalise their learning across home, school and in the community
- Informed by the knowledge and expertise of an on-site multi-disciplinary team including Teachers, ABA Tutors, Behaviour Analysts, Speech and Language Therapists and Occupational Therapists who assess, plan and teach together
- Underpinned by a behavioural approach (Applied Behavioural Analysis and/or Positive Behavioural Support) that informs all teaching and behaviour support strategies
- Guided by research evidence of strategies that are known to be effective. Day-to-day planning is always informed by analytical reflection of whether a teaching strategy or behavioural intervention is making a positive difference to a child's progress
- Consistent - all staff are trained in this approach through robust induction training in addition to competency based training programmes such as the two-year 'ABA Tutor Training Programme'
- A 'Total Communication' approach, where we make use of a number of modes of **communication** such as signed, oral, auditory, written and visual aids including hi-tech communication aids, depending on the particular needs and abilities of the child.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

- Our Curriculum and our Teaching and Learning Policies describe in detail how the curriculum and learning environment is adapted to meet the needs of each pupil.
- The curriculum is personalised to the needs of each child or young person using the following principles:
 - giving significant time to those parts of the curriculum which are priorities for our pupils by identifying areas that are part of TreeHouse 'Core Curriculum'
 - varying the frequency of parts of the curriculum, for example, a higher proportion of time each day is allocated to TreeHouse Core Curriculum areas including Personal, Social, Health and Citizenship Education (PSHCE) including Sex and Relationship Education (SRE); English Basic Skills (with an emphasis on expressive and receptive communication); Mathematics Basic Skills; weekly time is allocated to other important areas of the curriculum such as PE, Science and vocational learning
 - identifying skills which require regular and frequent practice and teaching and ensuring that these are written as 'Individual Lesson Plans' so that a pupil has many opportunities to learn and generalise these skills
 - teaching some Wider Curriculum subjects in rotating blocks, for example, history may be a lead focus in topic work in one term and geography in the following term
 - teaching some parts of a subject in depth and treating other material with a lighter touch, for example, an emphasis on recognising personal and family history for pupils with complex needs rather than a comparison between their own lives and those of people in the Middle Ages
 - recognising out-of-class time as contributing to aspects of learning that are important for pupils with learning difficulties, for example, planning, recording and monitoring pupils' progress with behavioural feeding issues
 - linking parts of some subjects in themes, for example, 'topic' units of work that bring together a range of different subjects so that learning is contextual

- an emphasis on teaching and promoting choice-making by pupils throughout their school career, from choice of down-time activity to making an informed choice about which vocational pathways to follow in the 6th Form (having had structured and meaningful opportunities to try each pathway throughout Key Stage 4)
- 'real work' experience as part of the 6th Form curriculum, where in Year 14 (and earlier for some) pupils have regular weekly opportunities to participate in community-based work experience to help prepare them for the next stage of education and adulthood
- Individual choice about which qualifications and awards to pursue in Key Stages 4 & 5
- TreeHouse School is located in the Pears National Centre for Autism Education, a purpose-designed building that includes: spacious and naturally well-lit and ventilated classrooms; an Occupational Therapy Gym; Family bathrooms for practising and developing increased independence in personal care skills; two large and one small well-resourced teaching kitchens for practising Daily Living Skills; vocational areas such as a school shop, a pupil 'office', school garden etc.

What is the expertise and training of staff to support children and young people with SEN, including how specialist expertise is secured?

- The staff team includes; Teachers, ABA tutors, Behaviour Analysts, Speech and Language Therapists, Occupational Therapists and an AHP apprentice. We have a monthly visit from a paediatric dentist who specialises in working with children with disabilities. We work closely with CAMHS and Social Services and Local Authorities, SRE specialist teachers and our transition officer.
- Our ABA Tutors all meet the competencies for tutors set out in the ABA Tutor Competencies Framework. We run a two-year competency-based ABA Tutor training programme which covers areas of Autism, Education, ABA and Professionalism
- We offer a comprehensive induction programme, including Safeguarding training with a specific focus understanding the signs and indicators of safeguarding and child protection concerns for children and adults with autism and associated communication difficulties. PREVENT, FGM, whistleblowing and e-safety training are carried out annually
- We offer all staff a rich programme of Continuing Professional Development opportunities including regular staff meetings, line management meetings, regular individual and group supervision and coaching
- We support a number of staff each year to complete an MSc in Applied Behaviour Analysis
- We support a number of staff each year to complete the Schools Direct programme through which they can gain Qualified Teacher Status
- A number of colleagues are undertaking qualifications through the National College for Teaching and Leadership (NCTL), including the NPQH, NPQSL and NPQML qualifications
- We are further developing our relationships with local Primary and Secondary schools to enrich our learning community, including staff placements

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

- We have nurtured relationships with a number of local schools with whom we have developed 'reverse inclusion' programmes. These programmes recruit pupils from the mainstream school as play or learning partners for pupils at TreeHouse School. Each week the children from our partner schools join our pupils in play activities during lunch club, or attend wider curriculum lessons such as PE or Science to model learning and appropriate behaviour to our pupils. All pupils benefit from these inclusion programmes. TreeHouse pupils have the opportunity to learn and play alongside their typically developing peers and develop friendships with them; children from our partner schools gain an increased understanding of difference and benefit in terms of their social, moral and cultural development
- We support families through home-visits and skills workshops, to enable TreeHouse pupils to engage with their siblings and the family to enjoy their time together

- In all years, children have opportunities to learn beyond the classroom, for example through regular community trips and community-based leisure activities such as swimming, horse-riding, cycling, rock climbing and skiing – these are activities which many children also then enjoy with their families

How are children supported to improve their emotional and social development?

- Children with autism may find it more difficult than others to understand and self-manage their emotions and associated behaviours. Like all children, they first need to learn how to recognise and label the emotions they are experiencing before going on to learn how to manage these, and they may need more support than some to learn effective strategies. Before children develop these strategies, they may use behaviours that challenge (e.g. task avoidance, aggression, property destruction, self-injurious behaviour) to express themselves. Therefore each child at TreeHouse has their own positive behaviour support plan. Each plan places an emphasis on increasing a child's ability to understand their emotions and what underpins them, and includes the development of emotional regulation and functional communication responses that enable a child to communicate their feelings and wishes rather than using behaviours that challenge in order to have their needs met
- Social skills lessons, led by the Speech and Language Therapy team are included in the Key Stage 1-3 curriculum for all pupils. The emphasis on social skills is continued in the 6th Form through leisure curriculum, which provide pupils with opportunities to further develop their social skills in an age-appropriate setting
- Through our 'Group Skills' assessment we identify a child's progress towards and readiness for learning in small groups
- Pupils enjoy their snack and mealtimes together as class groups, they are encouraged to communicate with each other during these important parts of the school day
- Pupils' Individual Education Plan (IEP) targets always include a social communication target
- Morning and afternoon Personal Social Health and Citizenship Education (PSHCE) times include opportunities for pupils to interact with each other, plan ahead for the day together and reflect on how a day has gone
- Pupils each have their own 'Multi-Me' account. Multi-Me is a safe and secure on-line social communication platform through which pupils can share photographs, videos and stories about things that are important to them. Learning how to be safe online is an important part of a child's social development in the age of social media
- TreeHouse School has an anti-bullying policy. The PSHCE curriculum includes a focus on preventing and minimising the impact of bullying, including cyber-bullying. The school recently participated in national 'Anti-Bullying' week and held several activities to promote awareness of bullying. Through their social skills groups and IEP targets pupils learn how to be assertive in order to keep themselves safe (e.g. to say 'No'). Some pupils may also have IEP programmes designed to help them understand difference and to avoid engaging in behaviours that may be perceived as bullying or intimidating by others. As always, an entirely personalised approach is taken
- TreeHouse School is developing a School Council aimed at increasing the voice of young people in the school so that issues such as bullying and school routines are addressed in the most supportive way to pupils
- All children are encouraged to speak with their teacher or a trusted adult about any matter that concerns them. Children who are non-verbal and use different modes of communication are supported to communicate concerns using their preferred mode of communication
- Each child or young person has a key worker who pays particular attention to any change/s in behaviour or motivation that may be an indicator that there is a cause for concern – this is particularly important when considering the emotional and social development of children and young people who are non-verbal

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

- All adults working in the team around each child are invited to attend each child's Annual Review each year

- The Behaviour Analyst for the child takes on the role of coordinating the team of adults working to support the child and their family
- As and when required, we co-ordinate overlaps and joint observations with other professionals either at school or in the child's home
- We work closely with CAMHS and other Health Professionals to ensure that a robust Health Care Plan is designed and carried out for any child requiring one; we routinely invite Health Care professionals into school to deliver training to staff involved in administering medication, also inviting parents to these meetings so that the care around a young person is consistent across environments
- We provide placements for trainee Health Care professionals e.g. Paramedics, trainee psychiatrists as well as trainee teachers and nurses. These increase the trainees' knowledge and understanding of autism whilst also increasing our understanding of how best to work with colleagues in these different professions
- We maintain close relationships with each child's social worker (Children and Disabilities / Children and Families team) as so often, the child's readiness to learn and engage in school life is intrinsically linked with how things are at home (and vice versa)
- Arrangements for supporting children and young people who are looked after by the LA and have SEN take the same personalised approach and include liaison with staff at the child or young person's residential settings as well as with the Virtual Head. The child's Behaviour Analyst and possibly the Senior Behaviour Analyst represent the child at an LAC review and associated meetings

What are the school's arrangements for handling complaints from parents of children with SEN about the provision made at the school?

- If a child or young person has a concern about the SEN provision, they are encouraged to first speak with their teacher or Behaviour Analyst to express their concerns. Our commitment is always to working with young people and their families and in most cases, when highlighted early, it is possible to address the problem informally. Where the young person or carer remains dissatisfied with the provision they are receiving, they are encouraged to make an appointment to speak with the Headteacher who will make every effort to listen to the concern and to work with the family and colleagues to resolve the issue
- Should the informal approach to resolving a concern not result in a satisfactory conclusion, details of our school's Complaints procedure can be found on our website:

<https://www.ambitiousaboutautism.org.uk/sites/default/files/Compliments%20and%20Complaints%20Policy%20July%2016%20doc.pdf>

How does the school contribute to the Local Offer? Where is the Local Offer published?

- TreeHouse School is a non-maintained special school (NMSS), located in the London Borough of Haringey
- Children are placed at TreeHouse School by approximately 20 different Local Authorities. TreeHouse School is working to be included in the Local Offer of each of those Local Authorities.
- Details of Haringey's Local Offer can be found on their website:

<http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>

Who co-ordinates and manages the SEND provision in the school?

- The annual reviews are co-ordinated by the Behaviour Analysts.
- The annual reviews are planned by the SEND Officer.
- The Deputy Head of Upper School (Kevan Wayne Morris) and the Deputy Head (Richard Walker) of Lower School are the SENCOs and oversee the SEND provision for their areas.
- The Head teacher (Kerry Sternstein) oversees the provision for the school, including all statutory paperwork.