

Policy for Special Educational Needs

Basic information about the College special educational provision

The admission criteria require that each student admitted has a diagnosis of Autistic Spectrum Disorder (ASD), and that they are also those who are functioning significantly below age-related expectations. The SEN policy is therefore to meet the needs of all of our students by training of staff and creating a physical environment and structures in which they can learn. This will include staff knowledge of the following systems and this being transferred into their practice:

- Total Communication
- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)
- Sensory Integration Activities (SIA)
- SCERTS (Social Communication, Educational Regulation, Transactional Support)
- Intensive Interaction
- Team Teach (physical intervention)
- Differentiation of the National Curriculum and its assessment

In addition to having ASD, some of our pupils have additional disabilities, disorders or medical needs. These may include dyslexia, dyspraxia, ADHD (attention deficit hyperactivity disorder), bowel disorders and/or epilepsy. Each student has an Individual Education Plan (IEPs) that outlines their current educational targets. Students who need it have a detailed Behaviour Plan, and others have a Health Care Plan or Protocol.

Information about the College policies for assessment and provision for all pupils with SEN

The College receives element 1, place-funding directly from the ESFA and top-up funds from placing local authorities. The funding formula is sufficient to provide adequate staffing ratios for the needs of most students, but very occasionally an individual student's needs are so great that their borough provides funding over and above the formula to enable the College to meet their needs and to keep them and their peers safe and well. This may possibly be for a short period of time.

The College has a bespoke Preparing for Adulthood curriculum or an ASDAN Employability curriculum to meet the learning needs of our students

Student needs are identified before entry through their Education Health and care plan (EHCP), and Personal Learning Plan (PLP) targets flow from that assessment. Teachers



assess progress in learning throughout the year, aided by therapists and support staff. This progress is reported to parents and carers termly through meetings with parents or carers and annually through the annual report and annual review to each parent or carer.

Overall progress of cohorts is reported to Governors annually. This is done via our tracking mechanisms whether the student is making above expected progress, expected progress, and those who are making less than expected steps of progress.

Any complaints are dealt with through the usual arrangements: in the first instance to the class teacher, then to the Head of College, or to a College Governor or Trustee.

Information about College staffing policies and partnership with bodies beyond the trust

The College has two major foci for staff training: autism, and teaching and learning. Additionally, Senior Managers will ensure that staff are trained in all statutory aspects e.g. the expectations of Ofsted, and Safeguarding and Child Protection.

Parents and carers are regarded as vital partners by the College. There is a home –college link book that travels to and fro daily, and we are hugely supported by those parents/carers who write in the book and let us know what is going on at home. We enlist their partnership through the following activities: PLP writing and review, parent/carers consultation evenings.

Senior and Middle Managers carry out robust and relentless classroom monitoring to ensure that teaching and learning remains at an outstanding level. This, too, is reported to governors.
