



Policy for Special Educational Needs

This policy follows the statutory guidance for SEN policies laid out in the Code of Practice for SEN, DfES 581/2001.

Basic information about the trust's special educational provision

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

- PECS (Picture Exchange Communication System)
- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)
- Sensory Integration Activities (SIA)
- SCERTS (Social Communication, Educational Regulation, Transactional Support)
- Sign-Along signing and symbols
- 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 that the trust meets. These may include dyslexia, dyspraxia, ADHD (attention deficit hyperactivity disorder), bowel disorders or epilepsy, etc. Each child has an Individual Education Plan (IEPs) that outlines their current educational targets. Children who need it have a detailed Behaviour Plan, and others have a Health Care Plan or Protocol.

The main trust, early years, primary and secondary (2+ - 19 years) is in our wonderful purpose-built trust building at 1 Askham Raod, Shepherd's Bush, W12 0NW.

As of September 2021, an additional purpose-built special school, Kensington Queensmill was opened, with a capacity for 80 students, on Barlby Road, Kensington and Chelsea.

In September 2011 we opened a new unit within a local mainstream primary trust, Fulham Primary Queensmill Unit, which caters for 30 pupils who need a similar autism-specific class structure as Queensmill but also who can take advantage of the opportunities available to them in being on a mainstream site within an autism-aware trust. We opened our second unit at Fulham College Boys (Q4@FCB) in 2013,



in 2015 we opened our third unit at Fulham Cross Girls (Q5@FCG) and in 2017 our Post-19 provision at Options Day Centre. The children and young people in these mainstream units also have a medical diagnosis of autism, but are able to cope with a more stimulating environment and are more confident and able socially.

Information about the trust's policies for assessment and provision for all pupils with SEN

The trust receives element 1, place-funding directly from the ESFA and top-up funds from placing local authorities. The budget is defined by a maximum place number of pupils and by a banding system defining their level of need. The funding formula is sufficient to provide adequate staffing ratios for the needs of most students, but very occasionally an individual pupil's needs are so great that their borough provides funding over and above the formula to enable the trust 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 trust follows all subjects of the National Curriculum and Religious Education, but differentiates these subjects to meet the learning needs of our pupils with ASD and generally teaches them at levels below age-related expectations. It places great importance on the outcomes of "Every Child Matters": staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

Pupils' needs are identified before entry by their Education Health and care plan, 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. The trust has a link Educational Psychologist who will offer advice and support regarding new pupils or pupils whose needs are complex. The trust makes good use of the specialist experience of the local CAMHS (Children and Adolescent Mental Health Services) as and when needed. The full time Speech and Language Therapy Support provides work with groups of pupils and support and development work with all staff. The trust employs its own full Occupational Therapists who lead the trust in our low-arousal approach and our Sensory Integration Approaches.

Overall progress of cohorts of pupils is reported to Governors annually. Since all of our pupils have a statement of special educational needs, we report all pupils' progress to governors each year, showing through our tracking mechanisms whether the child is making above expected progress (the majority of our children fall into this category according to our data analysis) whether they are making expected progress (a large minority) 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 Headteacher, or to a Governor or a trustee of The Queensmill Trust.

Information about the trust's staffing policies and partnership with bodies beyond the trust



The trust has two major foci for staff training: autism, and subjects of the National Curriculum. Additionally, Senior Managers will ensure that they are trained in all statutory aspects of the trust, e.g. finance, the expectations of Ofsted, Safeguarding and Child Protection, LEA initiatives, etc.

The trust makes use of the following support services for SEN apart from its own in-house Occupational Therapists:

Speech and Language Therapy (full time provision at the trust), and visiting Educational Psychology Services (9 sessions per year). The trust employs a musician who uses therapeutic and motivational strategies with groups of children and with individuals.

The trust has an Outreach Service to provide training and support for trusts in the borough. This comprises one Senior Teacher for Primary and one for Secondary. This is funded largely by the Local Authority, to support the trusts in the borough in the education of their children with ASD by providing support, guidance, modelling and training. Additionally, this service has set up local focus and support groups for parents of children with ASD who attend mainstream trusts, and plans with mainstream trusts to help them to set up autism friendly provision within their trust.

Parents and carers are regarded as vital partners by the staff of The Queensmill Trust. There is a home –school book that travels to and fro daily, and we are hugely supported by those parents who write in the book and let us know what is going on for the child at home. We enlist their partnership through the following activities: PIP writing and review, parent/carers consultation evenings, parent/carers network and training groups, supporting trust journeys and educational visits, fund-raising, buying and making resources, celebrations. The Friends of Queensmill, a charity made up of parents/carers, is active in raising funds for the trust, providing food for parties and special events and organising occasions such as the annual Fun Day. Friends support parents of the trust wherever possible. Pupils' achievements are reported to parents and carers and to governors annually (see above).

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.

All pupils have a transition review of their progress in Years 5 and 9 where the meeting can discuss likely placements at Year 7 and 11 and begin to work towards that. The trust plans to open another unit in a mainstream secondary trust in September 2015, as well as a 19 – 25 unit, allowing a further layer of choice for parents of children and young people with autism in the borough.

The trust has links with child health services, social services and educational welfare services as well as voluntary organisations which work on behalf of children with autism. The Executive Headteacher, Freddie Adu, is the trust's Special Needs Co-ordinator (SENCO).



Policy reviewed – Autumn 2021

Reviewed by *F. Adu*

Date for next review – Autumn 2022

























