

# **Blossom Lower School, Upper House and Post 16**



## **SEN POLICY** (including EAL) Foundation stage, Primary, Secondary, Post 16

Last reviewed September 2021  
**Juliette Donnelly – Head of SEN Provision**

Next review due: September 2022

The term '*Blossom House*' will be used in this document to refer to the EYFS, Primary, Secondary and Post 16 provisions, unless otherwise specified.

Abbreviations:

SLT: Speech and Language Therapy

OT: Occupational Therapy

PT: Physiotherapy

ATCP: Arts Therapy and Child Psychotherapy

SpLD: Specific Learning Difficulties

SA: Specialist Advisor

This policy is an overview of the SEN provision in place at Blossom House as this a special needs school for children with speech language and communication difficulties. In addition we are a CReSTeD registered school (Council for the Registration of Schools Teaching Dyslexic Pupils). There is also a Post 16 provision which provides Further Education opportunities for pupil with these specific needs, both onsite as well as in local colleges.

All pupils at Blossom House School receive input over and above the levels stated in school/early years action and school/early years action plus. The provision set out in each pupil's statement is met onsite. Pupils may also have needs and requirements which fall into one or more of the areas below. Many Pupils will have inter-related needs. The school aims to provide holistic academic and therapeutic input centred around these main areas:

- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Specific Learning Difficulties

This policy applies to:

- Early Years
- Primary
- Secondary
- Post 16

Objectives

1. To welcome pupils into the school and meet their needs in a positive manner, accepting the part that our expectations and attitudes and pupil's self- esteem plays in overcoming aspects of SEN.

2. To identify and assess the specific needs of the children as early as possible, ensuring there is careful monitoring and assessment of pupils throughout their schooling.
3. To develop the existing skills of the staff in the identification, assessment and provision for pupil's with SEN and to provide training, support and shared good practice as appropriate.
4. To provide the greatest possible access to a broad, balanced and differentiated curriculum, appropriate for meeting the needs of the children.
5. To encourage the parents and pupils to participate in and support the process.
6. To ensure that support agencies are used effectively and appropriately to help identify needs and plan programmes of work.
7. To encourage confidence and raise self- esteem by providing a caring and well organised whole- school environment.
8. To ensure appropriate progress is made by pupils according to their individual potential.

**We will achieve these objectives:**

- By celebrating diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- By providing an effective learning environment, with suitable strategies to enhance motivation, attention and concentration.
- By ensuring equality of opportunity.
- By setting suitable learning challenges and if necessary choosing knowledge and skills from an earlier key stage so that pupils can make progress and show they can achieve.
- By planning suitably differentiated lessons.
- By adopting a range of appropriate teaching and learning styles, including building on strengths, the use of visual and kinaesthetic aids,

providing alternatives to written recording, giving access to a variety of support materials.

- By planning and reviewing Individual Education Plans, at least termly, ensuring that parents and pupils (as appropriate) know what targets have been set. In the EYFS the targets are set with parents.
- By having clear formative and summative assessment procedures which are used to inform both teaching and planning.
- By having an open door policy for parents.
- By ensuring that the advice from outside agencies is sought appropriately.
- By positive reinforcement to encourage pupils' achievements, no matter how incremental, as well as frequent celebrations of success giving equal status to physical/cognitive/emotional achievements, enabling all children to feel valued for their efforts.
- By having multi-disciplinary input in place (teachers, Learning Support Assistants, Occupational Therapists, Speech and Language Therapists and Arts therapists)
- By effective use of support staff.
- By encouraging and teaching peer interaction.
- By ensuring we have high expectations of pupils, set suitable and challenging targets and monitor progress carefully against Revised EYFS Development matters, National Curriculum guidance in combination with our own Steps Assessment System (SAS) targets , Key Stage 4 and 5 and Post 16 academic and vocational qualifications.
- Liaison with parents and other external professions
- Regular review of progress across the three areas (cognition and learning, behaviour, emotional and social development and sensory and/or physical)

This policy is informed by the following legislation and guidance:

Special Educational Needs Code Of Practice (2014/5)

Special Educational Needs and Disability Act (2001)  
Disability Discrimination Act (1995)  
Revised Early Years Foundation Stage (2017)  
Every Child Matters (2003)  
Children's act 2006  
Modified National Curriculum (September 2015)

The SEN Code of Practice has recently been updated (January 2015):  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This is now a single piece of statutory guidance on special educational needs, for children and young adults aged 0-25 years, bringing together guidance on what are currently two different systems (the pre-16 SEN system and post-16 LLDD system).

### **Management and Responsibilities**

The person responsible for co-ordinating the provision of education for pupils at Blossom House is the child's Group Leader in combination with a named Specialist Advisor (SA). The SAs are part of a team led by the Head of SEN Provision. In the Early Years there is a Foundation Stage Manager. All teachers and therapists are responsible for:

- Teaching and monitoring of all pupils in their classes, reporting any concerns soon as they are noticed.
- Planning a modified curriculum to ensure all pupils are fully included in lessons.
- Delivering lessons in a manner which ensures all pupils are fully included.
- Monitoring progress by keeping annotated pieces of work and/or observations, using formative and summative assessment including Steps Assessment System (SAS-which replaced B Squared from September 2017), testing for Annual Reviews and the Early Years Foundation Stage Profiles. Ensuring that pupils make the 'expected progress' each term, with appropriate action plans put in place at mid-term monitoring to address any issues which are leading to less than expected progress.

- Planning with classroom assistants to ensure quality provision for all pupils.

**The Specialist Advisor with support from the multidisciplinary team, is responsible for:**

- Gathering and collating information from teachers, therapists and support staff as required by Local Authorities when a statutory assessment is to take place.
- Overseeing the day to day operation of the school's SEN policy in relation to pupils in their group.
- Annual Review of EHCP with a contribution from all involved with each pupil, as well as from the pupil.
- Co-ordinating onsite provision for pupils.
- Identifying additional needs e.g. SLT, TO, PT, ATCP, SpLD that target specific difficulties or areas of need.
- Liaising with fellow teachers, therapists and Learning Support Assistants.
- Ensuring that records are kept up to date.
- Liaising with parents.
- Liaising with external professionals.
- Liaising with the relevant Local Authority.
- Ensuring that IEPs are appropriate to the individual and are reviewed at least termly.
- Supporting transition between key stages. Supporting transition to a different provision, alongside parents and the Local Authority.
- Ensuring that individual pupils are making 'expected academic progress' and that suitable interventions are in place to address any needs or barriers.

**The Principal with support from The Senior Management Team is responsible for:**

- The day-to-day management of SEN policy in school.
- Allocating and monitoring appropriate resources from the budget.
- Ensuring the effective use of the Code of Practice, especially through professional development and appropriate time allocations.
- Supporting parents throughout the process of attaining a Statutory Assessment, alongside the pupil's SA.
- Monitoring teachers' planning and pupil achievement, in terms of both academic and social emotional development.
- Monitoring therapeutic input, including OT, SLT and ATCP.
- Liaising with external agencies including the LAs, educational psychology services, CAMHS, health and social services and voluntary bodies.
- Monitoring the academic progression of pupils and that appropriately high level of challenge are being set.

### **Resources**

Within the school there is a multi-disciplinary team comprising teachers, Speech and Language therapists, Occupational Therapists, a Physiotherapist, 'Arts' Therapists and Child Psychotherapists, and specialist SpLD teachers, as well as classroom assistants. The team work together to teach, provide therapy and support the pupils and to take into account their individual needs. Classes are small and are led by a teacher or therapist with at least one classroom assistant.

Approximately 95% of the children have an EHCP and receive funding from their local authority whilst the parents of the remainder meet the school fees themselves (sometimes with support from charities or other agencies).

The Principal decides upon the allocation of the resources to the different departments in the school, each of which has an annual budget, which are reviewed annually.

Pupil Premium funding is used to ensure that those pupils who receive it maintain at least the same rate of progress as their peers. This is coordinated by the pupil's Specialist Advisor and/or the Designated Safeguarding Lead (Fiona Roberts).

### **Identification, Assessment and Review**

As Blossom House is a specialist provision, the pupil's special educational needs will normally have been identified before a place is taken up at the school. Parents who have concerns about their child's development make contact with the school and an appointment may then be made for the child to undergo an initial assessment with a speech and language therapist. A case history is also taken at this stage, usually by the school Principal. If the pupil's needs are considered to be possibly met within the provision then he or she is invited to attend for an assessment period, where he or she can be observed within the context of a group and assessed on an individual basis in more detail. Secondary/Primary and Post 16 attend for a three day assessment. Reception and Nursery aged children attend a morning assessment. This is extended accordingly if further assessment and observation is felt necessary by the assessment team. If a child is thought to be appropriate for the Robin House Early Years ASD provision the parents and child may then visit the provision and discuss this further with the Principal and Robin House Manager.).

Please refer to the school *Admissions Policy* for further detail relating to the school procedure.

All pupils special educational needs and school placement is reviewed in accordance with the most recent statutory guidance. This applies to pupils who have a EHCP as well as those who do not and includes:

- Early years
- Primary
- Secondary
- Post 16

All pupils have an Annual Review with the exception of Nursery aged children, who have a sixth monthly review.

An Interim Review is held where there are concerns regarding a pupil's placement or upon parental request.

Network meetings may also be held where necessary, which might involve a range of professionals, both internal and external. This is usually co-ordinated by the pupil's Group Leader, the Specialist Advisor or the Family Support Coordinator, in liaison with the Principal.

### **Support for parents/families**

The school operates an open door policy and parents are encouraged to make an appointment at any time to discuss their child's progress or air any worries as they arise.

The school endeavours to create a caring and supportive environment for both pupils and their families. Social events, parent and siblings workshops and parents evenings are all an important part of the support network. Parents will always be a very important link in the education of children and even more so with SEN pupils. The school strives to keep parents fully informed via emails, letters, phone calls, the school's website, new letters, face to face meetings and text reminders. We take into account the wishes, feelings and knowledge of parents at all stages.

Where problems emerge in a family's life, parents may be offered Early Help and/or additional support from the SA or our Family Support team. Early Help brings together all the professionals who work with the family to look at what is working well, what we are concerned about, and what actions need to happen to make things better. In addition to this, our onsite Family Support team work closely with the Group Leaders, Specialist Advisors, therapy and behaviour teams in coordinating the specialist support that can be provided within the onsite team, and identifying where additional help from external agencies may be needed. This might include: supporting parents to access services within their borough, behavioural advice, parental guidance, practical support such as financial guidance and referrals to specialist agencies. This 'Team Around the Child' (TAC) or 'Team Around the Family' (TAF) approach aims to facilitate positive and successful interaction between home, school and community services, in order to support the family's needs.

### **Pupils for whom English is a second, additional or other language**

Upon admission to the school, for any pupils for whom English is not a principal language, the usual admissions testing and procedures may be extended to determine the following:

- main language spoken at home
- level of competency in first language
- comprehension, reading and spelling levels in English
- the nature and frequency of additional support required
- potential additional support and resources which promote Fundamental British Values
- strategies to help support the student in all classes (to be shared between all teaching and support staff)
- additional concessions or adjustments which might be required to ensure an optimum level of health and safety awareness is maintained at all times
- efficient deployment of teaching assistants, and frequency thereof
- any additional training needs required for staff working with the pupil
- any curricular disapplications for consideration on account of complexity of language
- any Access Arrangements for examinations beyond those which the school currently facilitates
- any resources or materials needed beyond which the school currently utilises
- any referrals to external agencies or sources required to support the student, for example, for purposes of translation and interpretation for parents
- how IEPs can be effectively informed in order to assure their specific learning needs are met within a wider learning context
- how the content and purpose of IEPs can be understood by the pupil

Testing and assessments relating to the above may include formal mechanisms such as CELF, informal teacher and TA assessments, ICT programmes/assistive technology and input from the Speech and Language Therapists and Occupational Therapists, both formal and informal.

The school currently has several staff members who have been trained in Teaching English as a Foreign, second or other language. Languages spoken by staff which could be used to aid communication with parents include Italian, Polish, Spanish, Portuguese, French, Afrikaans, Urdu, Japanese, Welsh and Sesotho.

All pupils identified as EAL/ESL are placed on the register alongside pupils who are in receipt of Pupil Premium or who are dyslexic. As such, all EAL pupils are monitored through in-class tracking observations by a member of SMT. A detailed report is written for the teacher observed, including recommended strategies.

## **Celebrating Success**

Pupils are taught to value the contributions of others and have the opportunity to share work through discussion or display. Praise and rewards are given for effort, a range of personal achievements and for appropriate behaviour. Individual difficulties are always taken into account.

Each week pupils have the opportunity for positive self-appraisal or appraisal by peers, recorded as a display in the classrooms to help each child feel special, valued and successful.

In the Lower School (Primary) a 'star of the week' is also chosen for each group and their photos are displayed with a caption pin-pointing their achievement. In the Upper School (Secondary) a 'token economy' is in place with pupils working towards both individual and group rewards. We also have 'special mentions' section during each end of term assembly, which is an opportunity for the school Principal to praise those pupils that have achieved outstandingly in any of the three areas (Cognition and learning, Behaviour, emotional and social development Sensory and/or physical), relative to the individual's specific needs. In addition, pupils in primary and secondary are split into 4 houses (separate from primary and secondary) and can receive house points for outstanding work/efforts/acts of kindness etc. House points are counted in groups, as well as individually and an end of term reward for the winning house is awarded each term. Pupils who receive the most house points also win a prize that is presented at the end of each term.

As the pupils become older the aim is for the success of the pupil's achievements to be celebrated in a more 'functional' manner, emphasising internal rather than external motivation, alongside 'real life' examples of success. This might relate to life and independence skills as well as concrete examples such as exam grades or external successes such as Scouts, Duke of Edinburgh. The aim to support progress and build self-esteem as the pupils progress towards Post 16 education, in a manner which is appropriate to their peers, age and life stage.

## **Training**

Training is provided by a number of sources:

- Induction training.
- Inset days at the beginning of each term.

- Courses relating curriculum subjects to SEN.
- Local Authority training courses and initiatives.
- Courses relating to specific SEN issues.
- CPD courses.
- Training within departments.
- Staff meetings: e.g.
  - Discussion and feedback relating to specific pupils and their needs.
  - Feedback from Annual reviews, delivered in the weekly staff meeting by the SLTs.
  - Training re new or existing protocols e.g. sensory breaks.
  - Makaton training.
  - Behaviour issues and changes to individual behaviour policies shared with all staff.
- New staff receive in-house training as part of their induction process

### **Termly Targets**

Termly targets are written by the pupil's Group Leader, Numeracy and Literacy teachers, SLT and OT and these are overseen by the Group Leader/Specialist Advisors. A copy of the targets are then sent to the parents and LA. The information on the document is discussed with the parent at parent evenings or before by appointment. Regular meetings are encouraged with parents to discuss the child's progress and any concerns the parent or school might have about the child. Termly targets form part of the formative assessment which happens within lessons, is included into planning and teaching, and is finally reviewed at the end of each term. The Termly target only represents a small sample of what the pupil is being taught, what provision he or she is receiving and how he or she is being supported by the multi-disciplinary team. The document is linked to each pupil's EHCP outcomes which are incorporated onto the document and are reviewed before the pupil's Annual Review.

For all Early Years children Termly Targets are jointly set between the Speech and Language Therapist, Occupational Therapist. Specialist Teacher and parent. Parents are also given an opportunity to contribute to these each term.

## **School Transfer**

The transfer from one school to another is an important time for all children, especially those with special needs. It is important to have a supportive system to aid the transition of pupils with SEN to their next school through close liaison and the transfer of clear records. It may also be appropriate to make visits to the school before the transfer takes place. For Y9 to 11 and Secondary pupils, the school employs the services of an independent Career Advisor, who provides additional careers advice, alongside the SLT team and SA. The school has a Designated Careers Lead who supports this further. The pupil's Group Leader/Specialist Advisors will work with key staff and parents whilst overseeing this process.

Pupils from Blossom House transfer to a variety of schools and colleges, all of which have been visited by the Principal or a senior member of staff and links forged. Future placements are discussed with parents and the Local Authority, visits are arranged and pupil's feelings are sought to ensure the most appropriate choice is made.

Transition days are held for the Year 6 pupils moving into the Secondary provision, along with new year 7 pupils who are joining the school. The Primary school and Key Stage 3 and 4 also run a transition morning/afternoon so that all pupils can be prepared for who their new Group Leader and attached SLT will be, what other peers they will be grouped with. Pupils are also introduced to, or reminded of, school rules, for example regarding classroom behaviour, uniform or home learning. They are also provided with visual information related to their new class and staff, and visually supported timetables which sets out what to expect from each school day. During the summer term there are carefully planned lessons for Year 6 to meet Year 7 teachers and experience learning in the secondary school. The pupils also begin using the token system. The Art Psychotherapy team support this transition process, along with the rest of the team.

The Year 1 staff organise play opportunities for year 1 children transitioning from the Early Years/Year 1 building up to the main school. This is carefully planned so that the children's exposure to the main school playground is gradual. Year 1 are also involved in the Primary transition morning. Where it is felt necessary individual transition plans are prepared for Reception age children transitioning from half to full days. There are also opportunities for children to experience staying for lunch before they begin full time education.

Pupils joining the school at other times are provided with a carefully designed transition package, overseen by the assessment and admissions team in liaison with the key staff who will be working with that child or young person.

Refer to the school's '[Transition Policy](#)' for more detailed information.

## **Conclusion**

At Blossom House we are committed to offering the best holistic curriculum to all our pupils, from the Early Years through to Post 16. Through our Special Educational Needs Policy we aim to use all resources available to us in the most effective way to ensure that all of our pupils receive the highest quality provision possible. The school notes the importance of providing for the individual's social and emotional development as well academic needs.