

SEND Information Report 2022 -2023

Grateley House School



Approved by: Eva Pereira

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1. Aims

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Type of Special Educational Need

All students attending Grateley House School have an Education and Health Care Plan and a diagnosis of Autism Spectrum Condition. They may also have additional health or educational need, or dual or multiple diagnoses.

Information about the school's policy

The school adopts and complies with the Cambian Special Educational Needs Policy which sets out arrangements for the identification and assessment of pupils with SEND.

The Cambian Group is the UK's largest provider of specialist services in education, mental health rehabilitation and learning disabilities. We work with over 140 public authorities.

Although our work embraces many specialist disciplines, it is united by a common purpose. To actively enable each and every one of the people in our care to achieve their personal best, however it is defined by them or for them. Everything we do is directed towards achieving this aim.

Our specialist education and care services at a glance:

The Cambian difference

- 40% of our post-16 students with Asperger Syndrome return to main stream college
- 45% of our students with autism and complex needs make above expected progress compared nationally with students with the same diagnosis

Our young children and young adult profile

- Age range: 11 – 19 years
- Male or female
- Primary diagnosis of Autism, Asperger Syndrome or High Functioning Autism
- Most students have at least average ability, many have particularly high ability in certain subjects
- Often with complex needs and co-morbid conditions
- Likely history of challenging behaviour, multiple exclusions and placement or family breakdowns

The Cambian Promise

Although our work embraces many specialist disciplines, it is united by a common purpose. To actively enable each and every one of the people in our care to achieve their personal best, however it is defined by them or for them. Everything we do is directed towards achieving this aim.

Our belief

Everyone has a personal best

Everyone can find something to aim for

Everyone can achieve something special

And everyone should have the opportunity to strive for it

Everyone

No matter what their situation

No matter what specific challenges they might be facing

We will actively enable the people in our care to achieve their personal best

For everyone at Cambian, that is a personal commitment

What do we promise to the people in our care?

- We will treat them with respect and dignity
- We will make their Cambian experience a positive one
- We will do our best for them to live in the community
- We will support them throughout their journey

Our proven programme of care and therapy builds the living skills, insight, education and confidence required for the people in our care to return safely to the community. Moreover, our approach to rehabilitation brings structure to their lives. Cambian's multidisciplinary team assesses the needs of each individual to prepare or a tailored programme of activities and therapy goals.

Progress against therapeutic regime is reviewed regularly with changes made to it as necessary. By closely monitoring our therapeutic inputs, we ensure that every patient has the best chance of acquiring the skills and structure to integrate into the community.

2. Legislation and guidance

This SEND information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Young Person and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other young children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO at Grateley House School is Diana King

They will:

- Work with the Principal and Chair of Governance to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, as detailed in each student's EHC plan.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for specific SENCO enquiries from external agencies, especially the local authority and its support services
- In association with the school transition manager provide information to potential next providers to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the Principal and governance body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Chair of Governance

The Chair of Governance will:

- Help to raise awareness of SEND issues at governance meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governance board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and the SEND Information report that outlines provision in the school.

4.3 The Principal

The Principal will:

- Work with the SENCO and Chair of Governance to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides provision for a range of needs, including:

- Autistic Spectrum Condition, Asperger's Syndrome and associated difficulties, speech and language difficulties
- Social Communication and interaction difficulties
- Specific learning difficulties e.g. dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example:
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - General Anxiety Disorder (GAD)
 - Obsessive Compulsive Disorder (OCD)
 - Attention Deficit Disorder (ADD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

After 3 months an interim review will be held and a long-term placement formally offered, subject to the young person's profile matching that of the school as defined in the school's statement of purpose. Class teachers will make regular assessments of progress for all pupils and identify those who progress.

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the young person's previous rate of progress
- Fails to close the attainment gap between the young person and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs, lifeskills development, greater independence. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents and local authority. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupil, parent(s) and the local authority

We will have an early discussion with the pupil, parent(s) and the local authority when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record file held centrally in the school and given to their parents. We will formally notify parents when it is decided that a pupil will receive additional SEND support beyond what is offered as core support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly with formal reviews through termly check-ins and the annual EHCP review.

All teachers and support staff who work with the pupil will be made aware of their needs (through reviewing the EHCP, an IEP and pupil profile,) the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on pupil progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, university, employment provider, supported living or other setting the pupil is moving on to. We will agree with parents and pupils which information will be shared as part of this.

The school will also ensure that where possible transitions are smooth and timely between key phases e.g. KS3 to KS4 and KS4 to post 16 and at the point of leaving the school.

5.6 Our approach to teaching pupils with SEND

The school offers a range of classroom facilities.

Each class generally has no more than eight students working with a teacher who is supported by one or more teaching assistants. Class groups are normally of similar age where this is deemed suitable, based on the needs, ability and personality mix in order to ensure a cohesive and compatible group.

The Therapy Team work closely with staff and students in education and within the house base environments. They support the students' individual needs through both direct and indirect work, with the implementation of programmes that are integrated into the waking day curriculum.

Links are also made with other education providers and organisations to ensure the broadest range of educational opportunities and activities are available to students. Additional lessons are available for those who wish to extend their learning, as are sports-based learning activities for those who enjoy a more practical route.

The School follows a waking day curriculum and this allows for programmes to be planned for and delivered across both the education and care settings which in turn provides a consistent approach for all students. The school is registered as a Residential Special School.

We believe our students have the right to experience the breadth and range of subjects delivered within a specialised and adapted National Curriculum.

Progress is carefully monitored to ensure that outstanding progress can be made.

Grateley House School offers specialist facilities for all subjects and some traditionally based practical rooms. All classrooms have computer facilities including interactive whiteboards and Internet access. Food Technology/cookery and home management skills are also offered where appropriate in the residential setting as a curriculum enhancement.

A full range of external qualifications and accreditation is offered (including GCSEs, Entry level, Functional Skills and vocational courses). There is a menu of intervention programmes through which personal and social development are tailored to support students in developing their skills.

Each class group also has access to the following facilities:

- Art and Crafts Studio
- Science Laboratory
- Design and Technology workshop and classroom
- Food Technology/ Living Skills Kitchen
- Dedicated base camp classroom
- A music workshop
- Drama Studio
- Humanities room
- Outdoor fitness facilities (Multi-use games area Koopa Court)
- Relaxation/OT room equipped for holistic therapy treatments (including PAT therapy dog)
- ICT Suite
- Library
- Learning Hub
- Fully maintained grounds with adventure playground and sensory equipment

There is also an established Sixth Form educational provision which offers an extensive range of qualifications on and off site.

The onsite education is managed by Head of Education who is part of the Senior Leadership Team.

We also have provision for up to thirteen day students, who access the school to partake in the educational day.

At Grateley House School we aim to provide consistent, diverse, enjoyable and structured learning opportunities through a waking day curriculum, seven days a week for all of the residential students. We understand that not all students with Autistic Spectrum Condition will learn new skills at the same pace. Our curriculum caters for students with a wide range of needs regardless of the speed of their progress.

Grateley House School believes that students are entitled to a curriculum that is characterised by breadth, balance, relevance, differentiation and progression. We take a personalised approach to the curriculum which is broadly based on the statutory requirements of the new national curriculum, but the teaching of subjects is adapted to meet the very particular needs of our students.

In Key Stage 3, the curriculum emphasises the importance of key core subjects, whilst offering the access to national curriculum subjects. Our curriculum offers a range of options in Years 9 to

11 that can lead to accreditation and qualifications. There is also an opportunity for students to have short periods of work experience where appropriate; these may be on or off-site. Where possible the school places students with local employers and works with partner organisations to ensure the suitability of placements.

The school offers additional academic activities such as lunchtime and after-school clubs. Grateley House School provides formal education for students for 38 weeks of the year. We offer a wide range of qualifications including, GCSEs, Vocational and Functional Skills. All students have access to Personal, Social, Health and Citizenship Education.

Some of our older students in the Sixth Form, study A-Levels and BTEC Awards at school or local colleges of further education. Students are properly supported in the college environment monitored by the school's dedicated college coordinator. We also offer: LASER Awards, ASDAN Awards, Information Technology (INGOTS) Qualification Level 1 and 2, BTEC awards in Animal Management and Land Based Studies, BTEC Certificate in Food Technology, BTEC Certificate in Sports and Physical Education. In addition to academic attainment, students are provided with the opportunity to develop their full potential in the following areas: Physical health and wellbeing, Independence, life skills and self-help, social skills and understanding communication skills, the development of relationships with adults and peers. The ability to make informed choices: Intellectual development and problem-solving, spiritual, moral, social, cultural and emotional fulfilment, positive self-esteem, self-awareness and self-confidence, leisure and self-occupying skills.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- All classes have a high staff to pupil ratio and where required pupils benefit from 1:1 support.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 specialist intervention work, teaching style, content of the lesson, personalised timetables etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have Teaching Assistants who receive in-house training to support our students. Teaching assistants will support pupils on a 1:1 basis when specified in their EHCP. Teaching assistants will support pupils in small groups as a default if not supporting 1:1

5.9 Expertise and training of staff

Our SENCO has 20 years of experience in this role and is qualified BSc (Hons) CP23A and is a member of the British Psychological Society.

They are allocated 12 hours a week to manage SEND provision. We have a team of Teaching Assistants, who work to support learning and progress.

We have staff who have been trained in Advanced Level MAPA.

5.10 Additional Specialist Services

The school also has an onsite multi-disciplinary therapy team that supports the learning and development of students in the school.

Multi-disciplinary Team comprises:

- Specialist teaching teams and support staff
- Care teams including key worker and waking night staff
- Consultant Psychiatrist
- Consultant Clinical Psychologist
- Occupational Therapist
- Speech and Language Therapist
- CBT Therapist
- Mental Health Practitioner

5.11 Evaluating the effectiveness of SEND provision

The school evaluates the effectiveness of its provision by measuring success in the areas of:

- Developing independence and life skills
- Acquisition of coping and tolerance skills
- Improved communication and social understanding
- Social and community reintegration
- National Curriculum and Further Education qualifications
- Reduction in levels of incidents

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions during the termly check-in process
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

The school has a cycle of continuous evaluation and improvement which includes:

- Termly and annual reports to the governance body
- School Improvement partner visits
- lesson observations and learning walks
- Staff supervision and appraisal
- Self-evaluation document
- School improvement plan
- Analysis of pupil progress data (termly and annually)
- Student house meetings and whole School Council meetings

- External governance team (Cambian)
- Quality assurance cycle of audits
- Working with local authorities and hosting monitoring visits.

5.12 Enabling pupils with SEND to engage in activities

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s) e.g. the summer, one week outdoor residential to Avon Tyrrell. All pupils are encouraged to take part in special event theme days e.g. Internet Safety Day, Jeans for Genes Day, Sport Relief Day, Anti-Bullying Day.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of the anti-bullying committee and to take part in anti-bullying activities in the school, to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The School works closely with the local education authorities and social care services of students who are placed here at the school. The school also works with CAMHS and other specialist health services depending on the needs of the individual student.

Safeguarding in association with Hampshire Safeguarding Children and Young People Service. Other agencies e.g. NYAS etc.

5.15 Complaints about SEND provision

The school follows the Cambian complaints procedure.

Cambian is committed to providing the highest quality service for young people, parents, local authorities, social service and health authorities. The Cambian Complaints Procedure offers additional security for students attending our establishment and peace of mind for their parents and placing authorities. This includes the involvement of persons who are completely independent of the establishment who can investigate formal complaints made by the student or persons acting on their behalf. Each student is allocated a key worker / personal tutor whom they meet with regularly and there is a 'friendly' version of the complaints procedure designed to make it accessible to all our individuals. We believe that students have the right to comment upon the service provided for them, to be involved in decisions relating to that service and to make complaints where they consider the service is unsatisfactory, for whatever reason. How to complain, if required, is clearly displayed and regularly reinforced within House Meetings. How

to complain is also displayed within the Students' Guide. Our aim is to be able to deal with any complaints in an informal manner initially, to seek a swift resolution. In the event that this is not possible and the complainant wishes to take a more formal route, we ensure that this is acknowledged, investigated and addressed within our complaints policy and procedures. The school is also visited regularly by an Independent Advocate from NYAS, who will speak with the students individually on request. All complaints are recorded in the school's Complaints File, which is reviewed by Senior Managers on a weekly basis and through the Regulation 20 monitoring procedure. Complaints can also be made directly to Ofsted and whistleblowing, Ofsted National Business Unit Piccadilly Gate Store Street Manchester M1 2WD Tel: 0300 1231232 Email: enquiries@ofsted.gov.uk. Details of how a person, body or organisation involved in the care or protection of a child can access Head Office via Metropolitan House 3 Darkes Lane Potters Bar Hertfordshire EN6 1AG Tel: 0208 735 6150.

Complaints about SEND provision in our school should be made to the Principal in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

IPSEA (Independent Parental Special Educational Advice): 08000184016

<http://www.ipsea.org.uk/>

Parent partnership services <http://www.parentpartnership.org.uk/>

Contact a Family's SEND National Advice Service 0808 808 3555 <http://www.cafamily.org.uk/>

National Autistic Society Helpline: 08008004104 <http://www.autism.org.uk/>

National Autistic Society Education rights help line: 08008004102

National Autistic Society Parent to Parent helpline: 08008004106

National Autistic Society Information centre: 02079033599

5.17 Contact details for raising concerns

- Principal
- Joshua Hand, Interim Head of Care
- George Fox, Head of Education
- Grateley House School. Tel: 01264 889751

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1>

6. Monitoring arrangements

This information report will be reviewed by the Principal every year. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

Grateley House School operate within statutory requirements in the educational, health and care arena. There is a policy review cycle that means that our policies are constantly under review and amended at regular intervals.

This report links to our policies on:

- Statement of Purpose
- Safeguarding - Child Protection Policy
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Support Policy
- Complaints Policy and Procedure
- Curriculum - Teaching and Learning Policy
- Data Protection Policy
- English As an Additional Language
- Exclusions Policy
- Health and Safety Policy