

The Forum School
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Student and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to student and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Student's Act 1989 and Special Educational Needs and Disability Act 2001
- Children's Home Regulations (England) 2015

Applies to:

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), and volunteers working in the school.

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and students in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2018



Anne Marie Carrie
Proprietor, Cambian Group

Greg Regan
Interim Principal

The Forum School is committed to safeguarding and promoting the welfare of student and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

Principles

The Forum School exists to support and care for 68 young people from 7 to 19 years old, who are experiencing difficulties as a result of a diagnosis of severe autism, and other associated difficulties falling within the autistic spectrum, for example epilepsy, ADHD, PDD, dyspraxia.

Students range from low to average ability, but all demonstrate difficulties in a range of key areas of development affecting everyday life. These difficulties may embrace social understanding and communication, flexibility, coordination and sequencing, attention and concentration, repetitive and obsessive behaviours. Most students also experience global or specific learning difficulties of a severe to moderate nature. Challenging and controlling behaviour is also a common feature.

'To actively enable each and every one of the students in our care to achieve their personal best, however it is defined by them or for them.'

We believe that students with autism should have access to a calm, consistent, eclectic approach to meet their very individual needs and address their diagnosis. In order to achieve their full potential, we must have high expectations and an open, honest partnership with parents and all attached professionals.

Communication is the key to all of our work and all staff are asked to respect each student's individual communication style.

Approaches to autism are many and varied. At The Forum School we are child-centered and believe that by taking an eclectic approach we can provide students with an individualised programme to suit their own very special needs.

At The Forum School we are positive and motivating, making our activities so much fun they shouldn't be missed! We positively intervene to show our students that new experiences and social situations are not as confusing or frightening as they may appear to them.

The ultimate goal of The Forum School is to support our students, through specialist approaches, appropriate environments and staff expertise, to prepare them to meet the demands of everyday life as they move forward from the school into adult provisions. We want them to live as independently as possible, making decisions about their lives and having a degree of autonomy commensurate with their abilities.

The outcomes designated for every child are derived from the 'Help Children Achieve More' agenda and remain valid:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work undertaken at The Forum School.

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Additionally, we aim to provide a supportive, therapeutic environment and a range of opportunities within which students can develop self-esteem, self-advocacy, personal dignity, confidence, maturity and enjoy positive relationships leading to an optimum quality of life.

The school has developed its own assessment tool, combining Education, Care and Therapeutic provisions. E-GAP (Education – Global Assessment of Progress) will provide a measure of progress across all disciplines in a holistic way.

Individualised plans are designed to meet specific needs and these plans form the basis of the three-way partnership between student, family/other relevant parties and staff. Other documentation and assessments include:

- IEP (individual education plan - covers therapy and care targets)
- Behaviour Support Plan
- Individual Risk Assessment
- Risk Reduction Plans
- B-squared - academic subject specific assessments
- CASPA – comparative, national assessment
- Speech and Language Therapy – Children’s communication checklist (Bishop), Spence social skills questionnaire, Derbyshire LS if appropriate
- Occupational Therapy - Sensory Profile Care-givers questionnaire (non-standardised), Clinical Observation of ASD and severe learning difficulty, High-functioning clinical observations
- Psychology - Strengths and Difficulties Questionnaire, Developmental Disabilities Children’s Global Assessment Scale (DDCGAS), Psycho Educational Profile -3 (PEP-3), Leiter R, Adaptive Behaviour Assessment System – Second Edition (ABAS), Weschler Intelligence Scale for Children 3 (WISC III)
- Riding Therapy – baseline assessment and then individual programmes devised
- Medical assessments – overseen by the School Nurse, medical/well-being needs continually reviewed in consultation with Consultant Paediatrician, GP, Consultant Psychologist and Consultant Psychiatrist
- Ophthalmic and dental needs are monitored annually with professionals either visiting the school to carry out examinations or students accessing community facilities.

All assessments are reported in the Annual Review documentation and shared with parents and other professionals. This multi-disciplinary team work together to provide baseline assessments of need on student admission and then individual programmes are drawn up and shared across the staff teams.

The School has had many adaptations over the year to ensure this meets the individual’s needs of the students who reside here. Students, parent and social workers etc. are consulted in the relation to the individualised needs of a young person prior to admission at a planned pre-admission meeting. At this time matters relating to personal preferences or additional adaptations can be highlighted, discussed and planned.

For existing students this will continue to be ongoing and taken into consideration as part or any planned internal transition. Examples of this include grab rails, television cabinets, wall screening and sensory activity centres etc.

The Forum School can accommodate 66 students in various house bases, each with its own dedicated care team. Every effort is made to create a happy, family atmosphere in the house. Each student has his or her own room and all rooms have vanity units or en-suite bathrooms - unless students are unable to cope with this facility. Floors are mostly washable for reasons of hygiene, but rugs and soft furnishings make each room more comfortable and individualised.

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Supervision of students is of paramount importance and a high staffing ratio ensures that students are well supervised at all times. Risk assessments have been written for all activities and each student has an Individual Risk Assessment. (IRA). There may also be student specific risk assessments related to individual circumstances.

The school has a risk assessment to support students aged 16 – 19 years old living in the same residential area as student of both the same and varying age and abilities.

Spiritual, Moral, Social and Cultural Curriculum (SMSC)

The philosophy and ethos of the school holds SMSC education in high regard and we believe it is essential in order to achieve the aims we set for our students. Initial information regarding SMSC for any particular student is gleaned from parents at the pre-admission meeting. An individual record of this is held in the student's file.

All staff share responsibility in ensuring that opportunities are provided to give the students positive learning experiences as part of their spiritual, moral, social and cultural development throughout the whole curriculum.

Students with Autistic Spectrum Disorders (ASDs) have difficulty with their concept of self and are likely to find some of the more abstract ideas of spiritual, moral, social and cultural education problematic. The curriculum concentrates on the understanding of self, making sense of the world, their environment and their place in it through real life experiences.

Our aim is to enable students to understand right and wrong and regardless of their diagnosis, teach them how to interact positively with other people. Although many of our students may be non-verbal, we do support their communication, interaction and understanding by providing visual support across the waking day. For example if a student's first language is not English, we would provide PECS's symbols displaying both languages.

Our School seeks to offer students with Special Educational Needs full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in understanding how student learn and supporting students with Special Educational Needs. All peripatetic staff are made aware of each student's needs. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents/guardians and students will be involved fully in the process of the planning and delivery of support. It is the policy of Our School that students who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our students. All our students will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every student, whatever their prior attainment. Teachers at our school will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to student achievement.

By planning in this way, our students with SEN and disabilities will be able to study the full national curriculum. The quality of teaching for students with SEN, and the progress made by students, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within our school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

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Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled student and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where student and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support student and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for students with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled student and young people we can accommodate in our independent school. Our academic and pastoral sub-committee has specific oversight of our school's arrangements for SEN and disability. School leaders will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

Equality Act 2010

Our school has a duty under the Equality Act 2010 towards individual disabled student and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled student and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Aims and Objectives

Our school's Special Educational Needs policy provides a framework for the provision of teaching and support for students with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Principal and the student's parents would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the student, including parents/carers, teachers and other professionals. The student's views will also be sought. The aims of this policy are:

- to create an environment that meets the special educational needs of each student;
- to ensure that the special educational needs of students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for student's special educational needs;
- to enable all students to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their student's education;
- to ensure that our students have a voice in this process.

In order to meet these aims, our objectives are:

- to ensure students with learning needs are identified as early as possible;
- to assess the student to identify specific areas of difficulty;
- to ensure all peripatetic staff are aware of the student's needs and are able to meet those needs within the school setting;
- to ensure students' records include information relating to their individual needs, interventions and outcomes;

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- to assist staff in modifying curriculum to meet the student's needs within the classroom and provide training programmes when required;
- to ensure that no student with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, guardians and the student themselves in providing appropriate support and advice.

Special Educational Needs Co-ordinator (SENCo)

The Principal is the appointed co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCo). It is the responsibility of the SENCo to co-ordinate the operation of the Special Educational Needs Policy. The SENCo who has an important role to play in determining the strategic development of SEN policy and provision in our school has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.

The SENCO:

- provides professional guidance to colleagues and will work closely with staff, parents and other agencies
- will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.
- designs and monitors the personal learning plans;
- oversees the records for all students with special educational needs;
- maintains the school's SEND and EAL lists;
- liaises with and advising fellow staff;
- liaises with parents of students with special educational needs;
- works with external agencies, professionals and specialist tutors as appropriate;
- monitors Individual Educational Plans, as and when required;
- supports staff in developing strategies to meet effectively the learning needs of all students at our school;
- Provides high quality training for teachers and TAs to support students' well-being.

Teaching Assistants

We also use TAs who are timetabled termly to work with various students either individually or in the classroom. This includes which student will be focused on and allow time for both staff and TAs to plan provision and differentiation for those student to ensure that they extend their learning beyond the completion of work. We believe that good collaboration between teachers and support staff is essential to ensure maximum progress for our students.

What The Forum School does

We support our students in developing a 'voice' thus enabling them to express their own ideas, feelings and concerns. This begins by ensuring that they are able to communicate their needs and wishes. Once this is in place either through objects of reference, photographs, symbols, etc. opportunities are provided fortnightly through the student house meetings and half termly through the whole school student meeting. Each student has a key worker who ensures that there is a member of staff with whom they have a trusting relationship who will advocate on their behalf.

Independent Person – monthly visits are in place and the IP tours the school talking to staff and students about their experience of school.

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Each student has time with their key worker to meet regularly and there is a student-friendly version of the complaints procedure designed to make it as accessible as possible to all. Student opinions are additional sought via student questionnaires, activities using talking mats and incident debriefs.

The School has a proactive approach in ensuring that there is no discrimination against disabled children and prospective children in the provision of education and associated services and in respect of admissions and exclusions. Improving access to education and educational achievement by disabled children is essential to the Proprietor's policy of ensuring equality of opportunity, full participation in society and the economy.

We are committed to Disability Equality and understand the need to embrace the spirit of the Disability Equality Duty detailed in the Disability Discrimination Act 2006 (DDA) and the Equality Act 2010. Through a positive approach we actively work towards disability equality, with our students, parents/guardians and staff. We note that the Duty is grounded in the Social Model of Disability and undertake to understand the implications of this and ensure it is embedded in the school culture and informs the way we apply the Duty. The school's ethos of love and care and its commitment to justice are the foundation of its aims in educating the whole school community to make its proper contribution to society. This Disability Equality policy and the Accessibility Plan contribute to the review and revision of related school policies as follows:

- School Improvement/Development Plan
- Special Educational Needs and Disability Act (SENDDA);
- Equality and Diversity Policy (Equal Opportunities, Racial Equality and Anti-bullying);
- Curriculum Policies;
- Admissions Policy;
- Inclusion Policy;
- Learning Outside the Classroom.

The School is committed to treating its students fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that our students are not put at a substantial disadvantage by comparison with students who are not disabled. The School therefore seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled students and the factors the school will take into account when considering requests for adjustments. Disability discrimination law covers employment, the provision of services and the provision of education. It is the policy of the School to comply with the DDA.

The Equality Act 2010 requires that building owners and/or occupiers (service providers) to not discriminate against disabled people when providing goods, facilities, services and premises. This means that where facilities and services are provided for people who are not disabled, then similar facilities and services should be provided for disabled people. Service providers are also required to take reasonable steps to:

- Change any practice, policy or procedure which prevents disabled people from using a service.
- Make reasonable adjustments to remove physical barriers which prevent disabled people using a service.

We believe that people with special needs should share the same rights as all members of the population. Within the statutory framework provided by current legislation and regulations, Cambian Group staff work to protect and promote, for all people with special needs, the right:

- to live full and independent lives to the maximum of their potential
- to a full, accurate and unbiased assessment of their special needs

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- to the range of educational, care, health and other associated support services required to meet all their needs
- to be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected
- to appropriate guidance, counselling and care which promote their physical, mental and spiritual health, and well-being
- to safe, attractive and comfortable living accommodation
- to privacy
- to adequate food, clothing, space and other necessities of life
- to the equipment, assistance and support services necessary to enable them to live with dignity
- to the degree of freedom of movement which is consistent with their health, safety and well-being
- to participate in and benefit from cultural, entertainment, recreational and sporting activities
- where possible to use facilities and services in the community
- to develop relationships without exploitation or coercion
- to the full protection of the law
- to be protected from all forms of abuse and from the fear or threat of abuse
- of access to information contained in their personal records, where this does not conflict with statutory regulations or threaten their well-being
- to supportive intervention to promote positive behaviour and to protect them from harm
- of access to suitably qualified, experienced and sympathetic staff in sufficient numbers to maintain quality of service
- to financial support sufficient to maintain their quality of life
- to have their links with home and family promoted and maintained
- to positive recognition of cultural and religious diversity.

In the light of our strongly held belief in these rights of the individuals in our care, we undertake the duty to promote them through the provision we make for our students and young people.

We offer a high standard of education and care, based on an accurate assessment of individual need, and delivered in an environment which supports and promotes personal growth and development.

Our young people live in safe, attractive and comfortable accommodation and are accorded a degree of privacy and consideration which safeguards their dignity and enhances their quality of life. We try always to involve them in making decisions that affect their lives and to take account of their wishes in relation to lifestyle, work and leisure.

We seek to offer all our young people a full range of suitable activities within our school and where possible, in the community. These activities are age-appropriate, designed to encourage the degree of independence of which the young person is capable and to promote the development of good relationships with their peers and others with whom they come into contact. Consistent with protecting them from harm, we encourage freedom of movement and offer appropriate support to enable access to activities of their choice.

Whilst in our care, all our young people enjoy the full protection of the law. We operate checks, establish codes of conduct for staff and provide safeguards to ensure their safety from abuse or threat of abuse. There is a Cambian Education policy with regard to Safeguarding which is strictly followed in every school and college and which fulfils all statutory requirements. Our Complaints Procedure is comprehensive and of proven worth; for all establishments there are Independent Persons to whom complaints or concerns can be directed.

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At The Forum School we maintain sufficient numbers of staff, suitably qualified and experienced, to ensure that our young people are carefully supervised and have access to support, advice, guidance and education of high quality. Particular emphasis is placed on helping them to reduce unwanted behaviours and to operate effectively as individuals in society. Every effort is made to maintain links with home and family and, where relevant, to ensure recognition of cultural and / or religious diversity.

The Forum School has been designed both environmentally and in its procedures to support students with a primary diagnosis of severe autism. The provision therefore has

- high staffing ratios
- all staff trained in the understanding of autism and a range of alternative approaches
- small class groupings
- total communication environment
- high structure and predictability
- therapeutic support from OT, Psychology and SLT
- consistency of approach
- regular, holistic review of programmes
- support from psychiatry services
- range of on-site resources to engage and stimulate this negating the need to make a transition into the community
- Good community links – Kingston Maurwood, Clayesmore School, Lufton College

There are two education departments, Brook and Meadow. There are four classes in each block with six (occasionally seven) students with a teacher and at least two teaching assistants in each class. Classes are broadly based on age although the high functioning students are also streamed in order to address individual need. The curriculum is broad and balanced encompassing the National Curriculum using modified or differentiated programmes of study where appropriate. Forum 'College' accommodates the Post 16 group ensuring a progression of the curriculum to include work related learning, work experience, mini-enterprise initiatives and a series of well-established ASDAN modules.

Students are assessed using P-level and NC levels of attainment on a termly basis and reports are sent to parents and authorities on the progress achieved. Each student has an Individual Education Plan (IEP) drawn up with staff across settings to enable care and education to work consistently on shared targets. Individual Learning Objectives in care and education are also recorded to enable the celebration of the very small achievements seen over time. Personal, Social, Health and Citizenship Education (PSHCE) has an important role in the curriculum as this is so important for our students to be able to live in the community in later life. Up to Key Stage 4, school uniform is worn for the school day and students change into 'casual' clothes when school finishes, designating the transition from school to house. Post-16 students wear their own choice of clothes.

Education continues throughout the waking day to include structured activities in the evenings and at weekends. All facilities of the school are used at this time as well as deploying the school's four minibuses and two people carriers to access community facilities. Strong links are forged in the local community including the local primary school, Clayesmore School, Kingston Maurwood agricultural college, the parish council, a number of local businesses and our village church.

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NATIONAL CURRICULUM

The Forum School's curriculum is broad, balanced and relevant, encompassing the National Curriculum using modified or differentiated programmes of study where appropriate.

Staff have been trained in the literacy and numeracy strategies and these feature in our daily timetables. There is a bias towards physical education as research has shown that vigorous or strenuous exercise is often associated with decreases in stereotypic and self-stimulating behaviours. The school day may start with a physical 'morning routine' which prepares the students for the day.

PSHCE is an essential feature of our waking day curriculum with targets set for each child working towards independence in later life. The senior teacher in education and the Care Services Manager oversee this very important aspect of our curriculum to ensure consistency across settings.

COMPENSATORY CURRICULUM

At the Forum School we need to address the diagnosis of our students and to compensate for their difficulties. A specific communication package for each child can be created from a wide range of strategies available, e.g. PECS, Signalong, objects of reference, symbols, photographs, speech, and augmentative devices. A speech and language therapist supports the school and communication is a main feature of our waking day.

Socialisation is addressed through PSHCE, the use of social stories, role-modeling and integration with the community including local schools. Lego Club has been a new addition to our students' experience. These sessions are led by the Assistant Psychologists. Students are taught to work cooperatively using good communication and listening skills. Teaching 'recall' and flexibility helps address difficulties with memory and rigidity of thought. Our students are also taught to play, as this is a building block sometimes lost in early development and also supports a decrease in the need for stereotypic behaviours.

THE EXTENDED CURRICULUM

As IEPs are drawn from Individual Learning Objectives in education and care, the teams work together to coordinate the waking day curriculum. In this way set targets can be monitored in education and care to ensure consistency in approach.

Activities presented in education and care time are many and varied and include access to community facilities to generalise skills learned in school. Examples of these are: trampolining, roller booting, horse riding, sports and games, art and craft, computers, food technology, swimming, walking, bus visits to local parks and places of interest. Saturday Clubs give students the opportunity to participate in activities they enjoy, to extend personal interests and skills.

During the year most students can also access a residential adventure experience, enjoying activities such as canoeing, abseiling and archery. Parents or carers meet the students' cost although there is also a subsidy from school due to the high staffing ratios required for this type of activity. Students and staff look forward to this annual event, although everyone does return exhausted after the experience. The school is well-resourced as far as access to sporting activities. Resources include –

- Swimming Pool
- Climbing wall
- Trampolines
- Interactive Sports Wall
- Horse-riding
- Sports Field – football, running and games
- Outdoor gym equipment in the playground
- Activity Room – movement and dance

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- Indoor gym – running and rowing machines
- Walking in the school grounds and in the local countryside

We believe that The Forum School provides a therapeutic environment: our spacious grounds with areas to 'relax' are ideal for our students.

Our multi-disciplinary team work together to ensure that all areas of need from the students' Statements' or 'Education Health and Care Plans' (EHCP plans) are covered. All therapist qualifications can be accessed under section 19. Live information is accessible from the schools 'Single Central Register'. All clinicians receive appropriate 'clinical supervision' according to their role.

The Speech and Language Therapy team oversee the essential area of communication, although all staff undergo training in order to understand our students' difficulties, ensuring a whole school approach.

The Occupational Therapy Team assess, monitor, train staff and model supportive programmes which are delivered daily to the students requiring them. We have two experienced Occupational Therapists with a wealth of knowledge about ASD, especially in the area of Sensory Integration.

A Clinical Psychologist oversees the two Assistant Psychologists who work with the students and staff to ensure consistency across the school.

Horse riding provides the students with alternative therapeutic experiences. As our horses are so in-tune with the students and their needs, they should be part of this list of therapists!

This multi-disciplinary team works closely together to provide a total approach to every student. They ensure that all staff work consistently.

Healthcare and medical information

Our School Nurse oversees the health needs of the students who are all registered locally with the GP; all medical procedures are overseen by a Consultant Paediatrician and our Consultant Psychiatrist.

A Consultant Paediatrician attends school for medical oversight on a four weekly basis. A Consultant Psychiatrist, employed by Cambian, holds twice weekly sessions within the school. Only prescribed medication is administered at the school with the full knowledge and permission of parents. However, on occasions the GP may recommend a medication for example to alleviate a high temperature; in this situation the senior member of staff on duty is always informed before any medication is administered and parents are told as soon as possible. The school nurse deals with all medical matters and arranges regular dental and optician's appointments and medicals. Parents are invited to attend these if they so wish. The school follows very strict guidelines on the administration of medication and staff are trained to ensure these are adhered to.

All students have annual dental checks and annual/bi-annual eye tests (dependent on age) and have access to other clinical services including a nutritionist and physiotherapist.

Students are registered with a local General Practitioner. Other services provided at school by Cambian staff include:

- a weekly clinic held by our Consultant Psychiatrist
- on-site clinical psychology
- on-site speech and language therapy
- on-site occupational therapy
- full-time on-site School Nurse
- weekly GP clinic
- monthly paediatrician clinic
- annual dental check
- annual / two yearly optician's check

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These services are immediately accessible and form part of the daily, waking-day provision. Many students are supported via a graded exposure programme to aid them to access the above detailed services if they are unable to or find this difficult.

Each student has a series of tailor-made programmes to meet their individual needs including – an IEP, a Sensory Diet, a Behaviour Support Plan, a Communication programme. Other programmes may be devised on a needs-led basis for example a Therapeutic Listening programme or Brushing programme. These are delivered through the waking-day curriculum.

We have been accredited as a Healthy School. Menus have been vetted by a dietician and the meals have been reviewed by the Leadership Team. The lunchtime meal is a light lunch with options including sandwiches, soup and salad. The main meal is in the evening providing variety and balance. Dietary intake and bowel charts are used to record daily events for some students. Many of our students have restricted diets. These are overseen by the school nurse supported by a dietician.

All students have individual assessments of risk.

Health needs on a daily basis are managed by the School Nurse. All students are registered with the local GP who holds a surgery in school on a weekly basis.

Medication is given by trained staff, storage and security is overseen by the Nurse.

Complex health needs are monitored by a Consultant Paediatrician and our Consultant Psychiatrist; they hold monthly and weekly/twice weekly surgeries respectively in school.

The APs (Assistant Psychologists) are overseen by a Clinical Psychologist and the other therapists are provided with clinical supervision from a senior therapist in the group on a regular basis.

The therapy team consists of two Occupational Therapists, two Speech and Language Therapist, two APs, a Clinical Psychologist, a Psychiatrist and a Riding Therapis

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- Occupational Therapy - Sensory Profile Care-givers questionnaire(non-standardised), Clinical Observation of ASD and severe learning difficulty, High-functioning clinical observations

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- Psychology - Strengths and Difficulties Questionnaire, Developmental Disabilities Children's Global Assessment Scale (DDCGAS), Psycho Educational Profile -3 (PEP-3), Leiter R, Adaptive Behaviour Assessment System – Second Edition (ABAS), Weschler Intelligence Scale for Children 3 (WISC III)
- Riding Therapy – baseline assessment and then individual programmes devised
- Medical assessments – overseen by the School Nurse, medical/well-being needs continually reviewed in consultation with Consultant Paediatrician, GP, Consultant Psychologist and Consultant Psychiatrist
- Ophthalmic and dental needs are monitored annually with professionals either visiting the school to carry out examinations or students accessing community facilities.

All assessments are reported in the Annual Review documentation and shared with parents and other professionals. This multi-disciplinary team work together to provide baseline assessments of need on student admission and then individual programmes are drawn up and shared across the staff teams

We also ask for feedback from parents and all attached professionals including the student's social worker.

- B-squared data
- CASPA data
- Annual Review Reports
- Sleuth data
- IEPs
- E-GAP reviews

All of the above data is available on the school's network and published on the school website.

POSITIVE RELATIONSHIPS:

Families who have a child with autism have invariably found life very difficult and have made every effort to meet the needs of their child. At The Forum School we wish to support parents through their journey in coming to terms with leaving their child with us for 38 or 52 weeks of the year. We believe that an open, honest partnership with parents is essential for a total education package.

It is important that the students have regular contact with their families. They are helped to make a weekly telephone call home, to hear the voices of their parents and siblings. We also make use of Skype to provide a visual link to home.

Weekly reports from care and school are sent to parents to keep them totally involved in their child's education and life at The Forum School. These reports include photographs of the student participating in various activities across the week. Parents are requested to send postcards and letters and to visit at weekends when they are able to. Home visits during term time can be arranged if this supports the family and the student. Parents may phone in at any time and e-mail or Skype facilities are available if this is preferable. We aim to support parents by providing:

- a key worker for each student
- weekly reports from education and care to each set of parents
- a weekly telephone call from the student
- web/skype links
- termly newsletter
- annual reports and an opportunity to provide parental views
- annual reviews and a review statement
- CLA (Looked After) Reviews

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- Individual Education Plan - reviewed half termly
- Behaviour Support Strategies
- social occasions when family members are welcome – e.g. Christmas, Sports' Day
- open door policy
- access to staff by telephone and e-mail
- literature
- a parent liaison person - contact numbers available at The Forum School
- homework to share with the student during holiday periods, if appropriate, and at parents' request

To ensure the safety of our students with epilepsy or other health needs, we use listening devices to ensure the waking night staff can hear if a seizure or medical need is taking place. These devices are used only with parental consent.

Using a positive approach to behaviour management provides our students with proactive strategies, which may divert challenging behaviour.

All staff coming to work at The Forum School have training in promoting a positive approach for our students. The school has adopted MAPA (Management of Actual and Potential Aggression), as the positive behaviour management tool. We have two instructors on the school team who will ensure that all induction and refresher training is delivered across the staff team.

The Forum School fosters a consistent approach across all environments. It is usual for a child with autism to display behaviours that challenge others when they are anxious. This can stem from poor communication skills, confusion or lack of understanding of what is required. Clarity, good communication and common expectations are therefore necessary if the child is to gain in confidence and to feel relaxed enough to learn.

Providing consistency across settings and between staff is an essential part of our work. As many difficulties are associated with communication, replacing behaviours which challenge with more appropriate communication is an essential role in school.

Punishment is not considered appropriate and any sanctions that threaten the dignity of an individual are neither used nor permitted. Understanding ASD and how students view the world is essential when dealing with these unpredictable behaviours. All incidents involving students are recorded in Sleuth (a software system that tracks and manages data) and any involving physical restraints are recorded in a separate numbered book. These incidents are reported to the Director of Children's Services at Cambian Head Office. Exclusions are rare and the only recorded ones relate to the mis-placement nature and inappropriate diagnosis.

Deprivation of Liberty – All of our students are extremely vulnerable due to their levels of understanding and lack of awareness of danger. We need to ensure that our students are safe in the school environment. We use the following devices to protect our students from potential harm relating to absconding, access to traffic on the main road and driveways and stranger danger. The school environment is divided up into gated sections some sections accessible through the use of a star key. All staff carry star keys, these are issued on appointment. Staff are tasked with keeping these keys safe and on their person at all times. Many of our doors have double handles or electronic/mechanical keypad entry. This level of security ensures that we have a good chance of hindering a student who may be in crisis from accessing the main road. These systems also ensure that access cannot be gained to student living accommodation from the outside by people who are not employed by the school.

If a student has been assessed through risk assessment, as being able to manage the site independently they can be given their own star key or entry codes. This needs to be carefully managed and form part of a planned approach..

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All incidents and any physical restraints involving students are recorded and reported initially to the Senior Management and psychology team. All details are kept in the Restraint Log and then captured in Sleuth software where details and trends can be mapped and analyzed.

SEX EDUCATION

Sex and relationship education is an integral part of the school's PSHCE policy and as such is coordinated by the PSHCE curriculum coordinator, who is also the Assistant Head.

There are cross-curricular links with Science and RE and it is an essential part of the school's spiritual, moral, social and cultural development of our students.

There is no obligation to include sex education in the curriculum for primary-aged students but due to the diagnosis of our students we feel that learning for life is essential from an early age. It is recommended that all schools have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the students, and at The Forum School this is delivered on an individual basis incorporated into their IEPs.

We maintain our open relationships with parents and carers on this very important and sensitive issue and any specific programmes are always talked through prior to their implementation to make sure that everyone is comfortable with the content.

In practical situations of our school we do what is necessary to enable student and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and respond promptly. We understand parents know their student best and we place stress great importance when parents express concerns about their child's development. We listen to and address any concerns raised by student themselves.

Where a child who has an Education, Health and Care (EHC) Plan needs joins our school, we will always consult with parents and the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan, including the full National Curriculum if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of student with an EHC Plan.

We have arrangements in place to support student with SEN or disabilities. We have developed a clear approach to identifying and responding to SEN. We recognise the benefits of early identification, identifying need at the earliest point, and then making effective provision, improves long-term outcomes for student. We have a focus on inclusive practice and removing barrier to learning, therefore special educational provision in our school is underpinned by high quality teaching which is differentiated and personalised, and is compromised by anything less. It is our aim to know precisely where student with SEN are in their learning and development. We:

- ensure decisions are informed by the insights of parents and those of student themselves;
- have high ambitions and set stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

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Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school will regularly and carefully review the quality of teaching for all of our students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. In deciding whether to make special educational provision, the teacher will consider all of the information gathered from within our school about the student's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our school will have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Use of data and record keeping

Our school has developed its own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for students with SEN will be recorded accurately and kept up to date. As part of any inspection, both Ofsted and ISI will expect to see evidence of student progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted and ISI publish more detail about their expectations in their inspection guidelines. Our school will particularly record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They will ensure that they have accurate information to evidence the SEN support that has been provided over the student's time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the student's needs will wish to review such information. We use our information system to monitor the progress and development of all students. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. Our school will readily share this information with parents. It will be provided in a format that is accessible (for example, a note setting out the areas of discussion following a regular SEN support meeting or tracking data showing the student's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).

Improving outcomes: high aspirations and expectations for student and young people with SEN in our school

All student and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood.

Our school will identify and address the SEN of the students that we support. Our school must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything our school can to meet students and young people's SEN;
- inform arrangements for the admission of disabled students, the steps being taken to prevent disabled student from being treated less favourably than others in our school, the facilities provided to enable access to our school for disabled student and our accessibility plan showing how we plan to improve access progressively over time.

Identification of Students with Special Educational Needs and Disabilities

The identification of SEN will be built into the overall approach to monitoring the progress and development of all students. The quality of teaching for students with SEN, and the progress made by students, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any

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patterns in the identification of SEN, both within our school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. All our students will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every student, whatever their prior attainment. Teachers at The Forum School will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to student achievement. By planning in this way, our students with SEN and disabilities will be able to study the full national curriculum. Where a student is identified as having SEN, our school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of student and young people.

The identification of students with special educational needs and disabilities can be:

- on entry when specific needs are identified and recorded as part of the entrance/transition process;
- by staff recognition of a student whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a student who is experiencing emotional/behavioural problems;
- through discussion with professionals such as. doctors, counsellors, therapists and also
- through concern expressed by parents (recorded on the parental meeting record form).

Our school will assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all students. These assessments will seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the student and their parents) our school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support can help identify their particular needs. For some students, SEN can be easily identified at an early age. However, for other students, difficulties become evident only as they develop. All those who work with students and young people will be alert to emerging difficulties and respond early. In particular, parents know their child best we place great importance when parents express concerns about their child's development. Additionally we will also listen to and address any concerns raised by students themselves.

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to student having SEN but it can have an impact on well-being and sometimes this can be severe. The Forum School will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are

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long-lasting difficulties our school shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a student being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for student whose first language is not English requires particular care. Our school will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support our school will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a student into a category. In practice we recognise individual students often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and student and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Student and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when students and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Provision mapping

Each term a provision map showing the provision of support currently available within the school is drawn up. Interventions are written up for any additional provision that takes place within the year group. These outline details of the provision that is currently taking place. Teachers monitor the student's progress and make note of any improvements that can be made or whether the provision should or is necessary to continue. Student have personal targets they are working towards. These are written and reviewed termly (or more regularly if required) in collaboration with the students and the parents. Parents should expect to be informed of the targets set for their child. Targets are discussed with the child who is encouraged to participate in decision making, at an appropriate level about future options. Parents are also participate in decision making, at an appropriate level about future options. All staff who are regularly involved with your child in the School are to be aware of the child's targets. We aim for the targets set to be Targets to be S.M.A.R.T.E.R.

- | | | |
|---------------|------------------|--------------|
| 1. Specific | 4. Relevant | 7. Reviewed. |
| 2. Measurable | 5. Time bound | |
| 3. Achievable | 6. Evaluated and | |

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Parents will be encouraged to contribute their own ideas about how your child's needs could be met and what helps the child to learn and will be expected to share with the School success when targets are met at home. Parent(s) should try to attend any meeting called by the School to review the targets with at least one review in the year could coinciding with a parents' evenings Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. The targets are distributed to the teachers involved in the student's learning and parents of the student as soon as they are written and have been agreed by all parties. Care will be taken to avoid the four most common weaknesses in setting targets which are:-

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem');
- failure to indicate which teachers and subjects would be involved;
- lack of student involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

Our experience is that the five most frequent strengths of specific focused targets are:

- based on sound knowledge of the student;
- taking account of student's strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through our school's curriculum. The use of provision maps help our SENCOs to maintain an overview of the programmes and interventions used with different groups of students and provide a basis for monitoring the levels of intervention. Provision management can be used strategically to develop special educational provision to match the assessed needs of students across the school, and to evaluate the impact of that provision on student progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help our school to develop the use of interventions that are effective and to remove those that are less so. It can support us to improve our core offer for all students as the most effective approaches are adopted more widely across the school.

Able Students

Occasionally a student will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the student has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

Access to the Curriculum

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet student's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that students experience success. We support students in a manner that acknowledges their

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entitlement to share the same learning experiences that their peers enjoy. We regularly give the students opportunity to work in small groups or in a one-to-one situation within the classroom.

Student participation

In our school we encourage students to take responsibility and to make decisions. This is part of the culture of our school and relates to students of all ages. Students are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Students are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and evaluation

The SENCo or SEND team leader supports teachers, where necessary, in drawing up IEPs for students. The SEND team hold meetings to review the work of the school in this area. The Principal reviews this policy annually and considers any amendments in the light of the annual review findings.

Staffing and resources

A range of teaching resources are used to enhance learning and memory. These include ICT facilities. Teachers are supported by the Teaching Assistant (TA) and where needed the Learning Support Assistant (LSA).

Complaints

Parents are encouraged to discuss any concerns with the student's class teacher, SENCo, relevant SEND leader or the Principal.

Disability Discrimination Act

The whole raison d'être of our school is whenever possible to provide for students who have a disability -and to enable them to realise their potential. We would always consider admitting any student - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

This Policy will be reviewed annually

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