



# THE HOLMEWOOD SCHOOL

## Special Educational Needs (SEN) INFORMATION REPORT 2019-2020

The information in this report includes:

- The kinds of SEN that are provided for at The Holmewood School London (THSL)
- How young people and their families can find information about and become involved in their education
- How adaptations are made to the curriculum and the learning environment of pupils with SEN at THSL
- Arrangements for supporting pupils moving between phases of education and preparing for adulthood
- The expertise and training of staff to support pupils with SEN at THSL.

**1**

- a) Who are the best people to talk to at the Holmewood School about my child's difficulties with learning/SEND?**
- b) How will the school know if students need extra help with learning?**

The school makes contact with parents in different ways. You may be contacted over the phone or via email from school staff, or via the Parent Mail online contact system. Please contact the office manager Simon Hardwick if you need to update your details. The Keeping Children Safe in Education (September 2019) document states that three different contacts are required on the school system.

If you need the contact details of a staff member, you can find these online or you can call the school office on 02089200660.

Your child's form tutor should always be your main contact point at school. You can start by contacting the tutor who will be able to discuss your concerns. If you need to speak to other staff members, such as subject teachers or the senior leadership team, then the tutor will help you to arrange this.

The form tutor is responsible for:

- Communicating with parents regularly throughout the week, via email or through the use of the home/school communication book.
- Directing the comments and concerns of a young person and/or their family to the correct staff member/s.
- Creating and reviewing the IEP each term in conjunction with the class team and sharing it with the young person and their family.
- Creating reports for the annual review of EHCP (AR) and attending the AR meeting.
- Dealing with general pastoral care issues for the young person.

The subject teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering the differentiated curriculum for your child in class as necessary.
- Personalized teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The Assistant Head, Tara Young is the school SENCo. She is responsible for :

- Developing and reviewing the school's SEN policy.
- Coordinating all the support for children with special educational needs or disabilities (SEND) including the IEPs and annual reviews.
- Ensuring that teachers understand a child's SEND needs.
- Ensuring that families are involved in supporting a young person's learning and are kept informed about the support that a young person is receiving and how they are progressing.
- Liaising with all the other people who are involved in supporting the young person - this could be the onsite therapy team or visiting professionals.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible

All students at THSL have a diagnosis that requires SEN provision, and most have an EHCP. In order to best ascertain their individual needs, THSL:

- Liaises with a young person's previous school or the local authority (LA).
- Gives baseline tests e.g. CATs, PASS, reading writing and maths and updates these yearly.
- Follows the Holmewood Intervention Process (figure 1) in order to decide if further support is needed.
- Listens to the concerns raised by parent/carers, teachers, therapists and other stakeholders.
- Liaises with external agencies, e.g. CAMHS and the NHS.

## 2

## What are the different types of SEND support available in our school?

There are four types of Special Educational Needs and Disabilities (SEND) decided by the Department for Education:

1. Communication and interaction
2. Cognition and Learning

3. Social, mental and emotional health
4. Sensory or Physical

As a result of their diagnosis of autism spectrum disorder (ASD) and other SEN related diagnoses, students at THSL have diverse needs which fit into at least one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students, however, due to the nature of our young people, providing for diverse special needs is our usual way of working at the school.

- THSL is a positive learning environment, and provides students with the structures, boundaries and routines that helps students to manage both their SEN as well as ongoing academic requirements. We also understand that students with specific diagnosis' will present with different behaviours so we take a positive approach to supporting behaviour. We have high expectations for behaviour and have a reward system in place that both celebrates successes, but also results in compliance with school expectations. Within these systems, students can work on building his self-confidence and self-esteem as well skills in social interaction.
- THSL has a high staff to student ratio (usually around 2:1) and has small class groups (no more than eight), so there is scope for targeted support and intervention throughout the school day. The facilitation of learning breaks, chill out areas, as well as TEACCH work stations and other such provisions are made specifically for a student with the diagnosis of ASD in mind.
- The students at THSL are each allocated their own laptop which can be utilised in different ways to help with their learning needs.
- At THSL the specialist curriculum teachers are highly trained in SEN. The curriculum is personalised, with an emphasis on core subjects and key skills and teachers use flexible teaching strategies and assessments that take the needs of individuals into account. We focus on both academic curriculum as well as a social and life skills curriculum which is tailored to the needs of the child. These needs are further acknowledged and planned for in an IEP and these IEPs are reviewed and updated termly. At KS4 students are offered GCSE and entry level courses and the examinations process is managed onsite.
- Students can continue their studies into sixth form and we have made links with different establishments to maximise this provision. Students are given the option of resitting GCSEs, sitting new GCSEs or moving on to further education, and a bespoke program is created with needs and aspirations of the individual in mind.
- This is planned for using a person centred planning approach, at Annual Review Meetings beginning in year 9 with the creation of individual transition plans that are reviewed and updated in each successive year.

In addition to this, THSL has ongoing, responsive, in-house specialist advice and multiple disciplinary input into student IEPs and this is used to gain better outcomes. This also allows for additional curriculum differentiation. Students have regular access to onsite speech and language therapy provision, occupational therapy and three different psychodynamic therapies.

THSL has an intervention process which is outlined in figure 1.

- As part of our monitoring of progress at THSL, the Deputy Head will meet with form tutors and discuss progress on a termly basis. This will identify pupils that are not making expected progress in a particular areas.

- At THSL, teachers will explore the following steps before discussing concerns with the The Assistant Head Tara Young and specialist assessor.:
  - **Wave 1:** Quality first teaching for all. Autism strategies and dyslexia friendly materials used in lessons.
  - **Wave 2:** Intervention within class, differentiation, following a specific programme, working with A TA as part of the lesson.
  - **Wave 3:** Persistent difficulties, 1:1 support and small groups targeted. This includes SALT, OT and psychodynamic therapy intervention. If a wave three intervention is needed, a specialist programme will be devised for pupils.

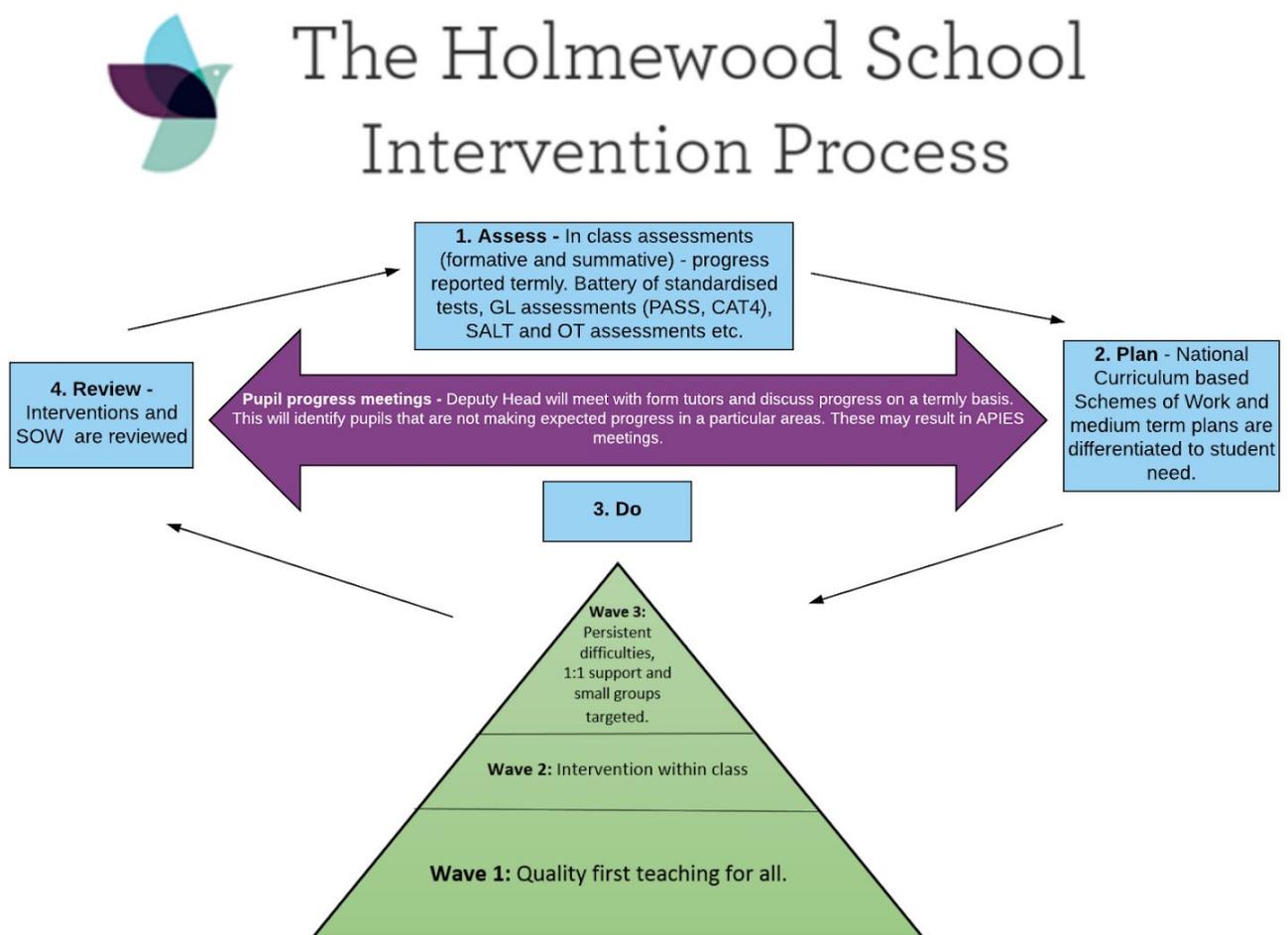


Figure 1 - The Holmewood School Intervention Process

### **3 How can I let the school know I am concerned about my child's progress in school? How will the school let me know if they have any concerns about my child's learning in school?**

At THSL we have termly parent meetings to share IEP progress and future targets. This is a great time for staff and parents to discuss concerns. Each student will also have a detailed review meeting annually, to discuss the progress made towards the objectives in the EHCP. The family, the young person, their form tutor and other professionals are invited to this meeting.

The school may plan additional meetings outside of these times if concerns are raised by staff or parents.

If you have concerns about your child's progress outside of these meetings you should speak to your child's form tutor or subject teacher. If you have concerns that your child has an unmet special educational need contact the Assistant Head and SENCO Tara Young.

### **4 How is extra support allocated to children and how do they move between the different levels?**

Each placement at THSL is paid for by the appropriate LA or privately by parents. The head teacher decides on the budget allocation in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the Assistant Head discuss all the information they have about SEND in the school and then decide how the resources and training are allocated. These are planned for in the provision map and the training of staff and support given are reviewed regularly and changes made as needed.

### **5 How are the teachers in school helped to work with children with SEND and what training do they have?**

All school staff are supported with SEN training that is linked with the school improvement plan. Staff are also encouraged to access outside training.

New staff are placed in a highly structured induction program and the skills and knowledge they acquire in this program are audited through the performance management cycle.

The school has recruited highly trained specialists and offers opportunities for current staff to update their skills. Some examples of the qualifications our staff are working towards or have achieved are:

- The head teacher Lisa Camilleri has a Postgraduate Certificate in Educational Leadership.
- Deputy Head Andy Lamb holds a BA Hons, a B.Ed, has completed Middle Leadership and Leadership courses at the National College and is a qualified Chartered Educational Assessor

- The Deputy Head Bridget Young has achieved the Postgraduate National Award for SEN Coordination in line with the guidelines in the 2014 SEN Code of practice.
- The Assistant Head holds a BSc Hons, and has achieved the Postgraduate National Award for SEN Coordination in line with the guidelines in the 2014 SEN Code of practice.
- Naj D'Silva (Assistant Head) has completed an NPQSL (Senior Leadership qualification) and Forest School Level 3.
- Mary Gallagher (senior teacher) has completed Level 7 Postgraduate Diploma in SpLD, Dyslexia.
- Stephanie Wiltshire (Autism Lead Teacher) is currently studying for an NPQSL (Senior Leadership qualification)
- Phil Ingram (Careers and College Liaison ) has a BSc Hons in Human Sciences.
- Mayuri Tokekar (OT) achieved a master of science occupational therapy, post graduate diploma in sensory integration (PG Dip SI), training in special yoga and mindfulness for autism and ADHD and training in behavioural analysis.
- Gary Grange (Behaviour Mentor) has achieved NVQ Level 3 in Health and Social Care (Children and Young People).
- Louise Wallis-Jones (senior SALT) has achieved Msc Speech and Language Sciences and BA in social psychology.
- Gemma Wallington (SALT) has achieved First Class Honours Bachelor of Science Degree in Speech and Language Therapy.
- Specialist subject teachers have achieved qualified teacher status (QTS) and/or a degree relating to their subject.

## 6 How will we measure the progress of your child in school?

Your child's progress is continuously monitored by the subject teachers and form tutor, and is discussed further in termly pupil progress meetings with the Deputy Head Andy Lamb.

Where students are not making good progress a support plan will be put into place.

A Parental Guidance on Assessment and Reporting booklet has been shared with parents and copies are available on request. This explains our procedures in more depth.

Subject teachers continually assess students throughout the term and report on this progress termly. Form tutors review and update IEPs and share this information with parents termly. The SENCO, Tara Young, and the professionals involved review the specific provisions that your child takes part in through the Edukey provision mapping system.

The progress of children with an EHCP is formally reviewed at an annual review with all adults involved with the child's education.

## 7 What support do we have for you as a parent of child with SEND?

- The strategies and targets set at school are shared with parents through IEP meetings, AR meetings and specific reports. Target setting will be reviewed with your involvement.

All information from onsite and outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Head of welfare and behaviour is Irena Lempaszek.
- Families are given access to Parent Partnership and to other parent support groups.
- In some cases parents may be offered access to psychodynamic therapeutic support in order to support the young person's therapy.

## 8 What support is there for my child's overall wellbeing?

- All students take part in morning well being activities that are designed in conjunction with individual zones of regulation strategies that the students use to help them self regulate. Students are able to attend walking club, yoga club, boxing club or mindfulness session or engage in more bespoke activities. These sessions enable students to focus on the present and therefore improve attention in lessons.
- Students have access to psychotherapy, dramatherapy and music therapy.
- Staff at the school build strong relationships with the students so that they feel they have support when it is needed. Weekly 'Tea & Talk' sessions take place at both sites to provide a safe space for students and lunch time social skills workshops are run for specific groups of students.
- An extensive program of SMSC activities from Friday SMSC breakfast club to charity events, school shows, UK and International residential trips and Forest School take place all year round. Our students are also prioritised for [Footprints Life Camp](#), a partner organisation which runs specialised day and residential camps for young people on the spectrum.
- If further support is required the Form Tutor liaises with the head of behaviour and welfare and the appropriate member of the senior leadership team for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

## 9 How are medical needs met at the school?

- The school has a policy regarding the administration and management of medicines on the school site ([link to policy](#)).
- Students with significant health care needs have a Health Care Plan.
- Staff we regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Medical needs are planned for in all risk assessments.

Figure 2 shows the school's accessibility plan.

<b>FIGURE 2 - THSL ABILITY TO MEET NEEDS NOW AND IN THE FUTURE</b>			
<b>ACCESSIBILITY STRATEGY AND PLAN</b>			
<b>Disability</b>	<b>Current capability</b>	<b>Action required/Summary</b>	<b>Completion date</b>
All SEN	Specialists appointed identification and screening takes place. Class teachers are aware of how to raise specific concerns. Admissions of new pupils through taster sessions and records checking identifies needs	On-going training for staff in understanding and accommodating a range of SEN Induction package for new staff	Continual
Asperger's, Autism, ADHD Dyslexia, Dyscalculia Dyspraxia OCD etc	Specialist staff support the teaching and learning of this group of learners	To maintain professional development for staff and to keep up to date with current practice, theories and understanding.	On-going training for all staff
Hearing impairment	None. Some staff are able to use makaton.	On admission the school may agree to the provision of a learning support assistant who may sign for the child. Hearing enhancement equipment would need to be purchased and training for specific staff would be needed.	Awareness raised by July 2020 if required.
Vision impairment	None	For mild vision disability the school may be able to support a child with a learning assistant, by careful classroom seating arrangements and by adapting resources	Awareness raised by July 2020 if required.
Speech impairment	The school has Speech and Language Therapists and IT provision which will help to give access	We have a Speech and Language Therapist	Training for all new staff as part of induction

Poor manual dexterity	Access to laptops as a writing tool. Scribes available for some examinations	We has a Sensory Integration Clinic and OT for fine motor skills	Training for staff as part of induction
Poor physical mobility	The lower levels of the building can be accessed as it is on one level. Accommodation could be adapted to meet the poor physical disability of potential pupils.	Layout of rooms at the main building is not suitable for a student with poor physical mobility. Changes to accommodation arrangements and building would be required on the ground floor	Training for staff as part of induction.

## 11 How will we support your child when they are joining or leaving this school? OR moving on to another class/year?

‘Transition’ describes the movement that takes place from one place to the next, and in particular from one year group, key stage or setting to the next including pre and post school.

At THSL we recognise the importance of managing transition. This may be a stressful time for pupils and parents and carers, particularly as pupils move between key stages and beyond school age. We work hard to counter the potential for stress by systematically cooperating and engaging with all parties concerned.

Our aim is that pupils experience a smooth transition into school, from one class (or key stage) to another, so that the pace and quality of learning and support are maintained to ensure the pupils continue to make progress and realise their potential.

See transition guidelines document for more information:

<https://drive.google.com/open?id=15q9GxyjNa9Rgp0lgWiSgIMh2K9qN-IE>

## 12 How will my child be able to contribute their views?

At THSL, we value and celebrate each child being able to express their views on all aspects of school life.

- THSL has a ‘Wows and Worries’ box that is situated at the entrance to the school. This is an anonymous comments box and is accompanied by visual cues to help students articulate their views.
- THSL has a established and promoted a number of ways that students are able to express their concerns to members of staff. THSL has a fully functioning School Council which has an open forum for any issues or viewpoints to be raised and is run by students. Each class has at least one elected representative (changed each year) and the council meets at least once a half term.
- Students discuss and set their targets with a member of their class team.

- During Year 9, students have a person centred planning approach (PCP) in the Annual Review process to help them devise a 'transition plan', which is updated each year. This may take the form of an initial discussion with SALT or a preferred member of staff and the people that are important to them to formulate ideas the young person may have about their future. Each student is individual and so PCP is bespoke according to their preferences and needs. The PCP will continue at the Annual Review Meeting where the student is encouraged to join and further discuss their hopes or ambitions. The transition plan is a statutory requirement which aims to details the young person's aspirations for the future. The transition plan is revisited each year at the annual review where progress towards targets is documented and aspirations are revisited. New targets are set with the young person to help them progress further along their chosen pathway.
- Pupils are expected to attend and are strongly encouraged to participate in their Annual Reviews.
- We also seek students' opinions about support in class.
- We have an open-door policy at the school and students can at any time speak with members of SLT and other staff.

### **13 What support is there for behaviour, avoiding exclusion and increasing attendance?**

We know that the students at this school exhibit behaviours described as challenging from time to time. That is why they are at this school with access to specialist teaching, small class sizes, TA support and onsite therapy.

At THSL we follow a positive behaviour approach. We have high expectations for behaviour and have a reward system in place that both celebrates successes, but also results in compliance with school expectations. All students have a behaviour support plan (BSP) which outlines behaviours, triggers, proactive and reactive strategies.

We aim to reduce the use of sanctions by using a positive behaviour approach. The use of sanctions at THSL will be decided on a case by case basis and written about in the BSP.

Any sanctions used that are not on the BSP need to be agreed by SLT and logged in the Sanctions Log in the office.

Staff at the Holmewood School are trained in the Team Teach Positive Behaviour Approach which includes the use of positive handling. Positive handling is only used as an absolute last resort in order to keep the young person and those around them safe and must be planned for in the BSP. All instances of positive handling are logged and reported to parents.

For further information, please see the admissions and exclusions policy. [Please link.](#)

### **14 How will my child be included in activities outside the classroom including school trips?**

All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. Where it is deemed appropriate, additional support will be provided to make this possible. A risk assessment is carried out prior to any off-site activity to ensure that health, safety and welfare are not be compromised. Parents will be asked to provide consent to trips via letter, email or Parent Mail.

## 15 | What If I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice.

The school's complaints procedure is provided on the website. Please see the complaints policy or contact Lisa Camilleri if you have any further queries.

If the complaint is not resolved by the school or Cavendish Education:

- The disagreement resolution service in your LA can be contacted for disagreements between parents/children and the LA or parents/children and school.
- Complaints to OFSTED where the disagreement resolution service has not resolved the complaint.
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- Complaint to the Secretary of State (against schools or LAs)