



1. INTRODUCTION

Eagle House School (Sutton) is an independent day school which provides an appropriate education for secondary-aged pupils who hold an Education, Health & Care Plan (EHCP) with communication and interaction identified as their main area of need and support because of their autism spectrum disorder. They may also present with the following areas of need and support as identified in the SEND Code of Practice (DfE, 2014):

- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

This policy is also applicable to Eagle House 6th Form (Strawberry Lodge) which is registered as part of the main school in Sutton.

2. COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Statutory guidance on supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (December 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Last updated, December 2015)

3. DEFINITIONS

In accordance with definitions of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014, all pupils at Eagle House School (Sutton) have SEND in that they have a learning difficulty which calls for special educational provision to be made for them.

Pupils have a **learning difficulty** if they:

- have significantly greater difficulty in learning than the majority of children of the same age

or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16

There will be a proportion of pupils who, in addition to their autism and associated learning needs, will require **educational provision** which is additional to, or otherwise different from, the educational provision made generally for other pupils in the school. The reasons for this might include:

- an exceptionally low starting point
- exceptional difficulty in meeting the behavioral expectations of the school
- exceptional difficulty in progressing in one or more curriculum area or one or more aspect of the curriculum – for example, literacy, application of numeracy as compared to their overall development.

4. OUR AIMS

We aim to provide pupils who have Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning, wherever possible; taking into consideration their significant difficulties relating to their autism and paying attention to teaching autism-specific skills to support all-round educational growth and development.

It is our aim to:

- welcome pupils into the school and meet their needs in a positive and accepting manner
- identify and assess the specific needs of the pupils by means of baseline assessment as early as possible within the first half term, ensuring there is careful monitoring and assessment of pupils throughout their schooling
- develop the existing skills of the staff in the identification of, assessment of, and provision for the pupils and to provide training, support and shared good practice as appropriate
- provide access to a broad, balanced and differentiated curriculum, appropriate for meeting the various needs of the pupils
- involve the pupils themselves as far as possible, according to their age maturity and capability, in expressing opinions and decision making about their education, target setting and outcomes (in accordance with the Mental Capacity Act 2005)
- encourage the parents/carers and pupils to participate in and support the education of their child by working closely with us
- ensure that support agencies are used effectively and appropriately to help identify

needs and plan programmes of work

- encourage confidence and raise self-esteem by providing a caring and well organised whole-school environment
- ensure appropriate progress is made by pupils according to their individual potential

We will achieve these objectives by:

- making available on request our Local Offer
- providing an effective autism-specific learning environment, with suitable strategies to enhance motivation, attention and concentration
- planning suitably differentiated lessons
- adopting a range of appropriate teaching and learning styles, including building on strengths with the use of visual and autism-specific approaches
- providing the provisions and interventions stated in the pupil's Statement of Educational Needs or EHCP to move towards identified outcomes
- planning and reviewing Personal Development Plans (PDPs), at least termly, ensuring that parents/carers and pupils (as appropriate) know what targets have been set
- using positive reinforcement to encourage pupils' achievements, no matter how small, as well as frequent celebrations of success, giving equal status to physical/cognitive/emotional achievements thereby enabling all children and young people to feel valued for their efforts
- ensuring appropriate and varied resources are available to assist in skill acquisition
- having multi-disciplinary input in place (Teachers, Learning Support Assistants, Occupational Therapists and Speech and Language Therapists, Psychologists)
- ensuring we have high expectations of pupils, set suitable and challenging targets, and monitor progress carefully against E-levels, including their EHCP expected outcomes
- regular and open liaison with parents/carers and other external professionals providing an autism-specific curriculum that takes into account the pupils' need for explicit tuition of their emotional, mental and social development, independence and life skills

5. ADMISSION, ASSESSMENT AND REVIEW

Eagle House School (Sutton) is a specialist provision and as a result, each pupil's special educational needs will have been identified before arrival. All pupils at Eagle House School will already hold an EHCP prior to their admission.

All pupils will be assessed as part of the Admissions process (see Admissions Policy) and a full baseline assessment will be undertaken within the first 6 weeks post-admission. A carefully-planned integration programme facilitates their transition to their school which is aided by a robust induction programme.

Personal Development Plans (PDPs) are written by the Teacher and members of the CA Team and shared with parents/carers and the student (where appropriate) to gain their input.

In line with legislation, all pupils have an annual review, and interim reviews are held where there are concerns that need to be addressed outside of the annual review process. Regular meetings are encouraged with parents/carers to discuss the pupil's progress.

The Curriculum Support Co-ordinator will carry out relevant assessments to ascertain exam access arrangement entitlements. Pupils will then be assigned the appropriate concessions and support e.g. a scribe, use of laptop, etc.

6. PARTICIPATION OF PARENTS/CARERS AND PUPILS

The school provides a number of opportunities for active parent/carer participation such as regular meetings, seeking views through questionnaires, EHCP reviews etc. Similarly, there are a number of platforms for pupils to participate and to seek their views in creative ways matched to their individual communication and interaction levels.

7. TRANSITION TO THE NEXT PLACEMENT AND PREPARATION FOR ADULT LIFE

Particular guidance and care is taken to ensure pupils are properly and adequately prepared for their move to their following educational placement or to adult life taking into account their individual needs. The move might also be within Eagle House Group. The 'all-through' provision within the Eagle House Group lends itself to a smooth transition to different schools within the Group.

A transition programme is planned and implemented in a timely manner involving all necessary agencies. A Transition Plan is created with Year 9 pupils and their parents/carers covering all aspects of education, health and social care aspirations and support needed and is reviewed at least annually. Long term aspirations and goals for Post 16 and adult life are discussed and recorded at annual reviews.

The multi-disciplinary team ensures that transition information is presented to each individual pupil in a way they understand, and that this information is created with the parents/carers and the pupil. Appropriate information on the pupil is shared with the receiving college, provision and services to ensure as smooth a transition as possible.

8. ROLES AND RESPONSIBILITIES

The Senior Management Team ensures:

- The day-to-day implementation of the SEND Policy
- Review the policy annually to ensure that it conforms to the law and DfE guidance.

- Reports to Directors and keeps them informed about SEND developments and the progress pupils make.
- All staff are aware of and familiar with the policy.
- Staff receive comprehensive training that empowers them to address and meets pupils' SEND.
- Effective liaison with external agencies and coordination of annual reviews and appropriate training to meet individual need.

All Staff

- All staff are responsible for providing all pupils with appropriate support and challenge to maximise their learning and independence through appropriate differentiation
- Teachers and Learning Support Assistants are prepared for dealing with the challenges and complex difficulties posed by our pupils by providing structured training on a variety of issues relating to the specific needs of the pupils at this school. Teachers are responsible for the pupils' learning and Learning Support Assistants are used effectively to provide the necessary support for our pupils.
- The Curriculum Access Team (CA Team) will offer their expertise and knowledge in order to support and reinforce the pupils' learning by providing the necessary and appropriate programmes and resources, working closely and in conjunction with the teaching and class staff.
- The Curriculum Support Co-ordinator will provide additional literacy support to identified pupils either within class, in small groups or 1:1.
- The school's Student Wellbeing Officer will also provide additional support to referred pupils to help to build confidence, raise esteem and manage emotional matters that may pose a barrier to learning.

9. POLICY REVIEW

It is the responsibility of the Head of Education, supported by the other members of the school's senior leadership team, to monitor this policy. It should be reviewed annually or when new legislation is published. The Head of Education reports on Eagle House School (Sutton) matters to the CEO/Directors.

10. RELATED POLICIES AND DOCUMENTATION

- ❖ Planning, Assessment, Recording and Reporting Policy
- ❖ Admissions Policy and Procedure
- ❖ Equal Opportunities Policy
- ❖ DDA Plan
- ❖ Supporting pupils with medical conditions

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