

Special Educational Needs (SEN) Information Report 2017/18

This SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within the Garden school

What are the kinds of special educational needs for which provision is made at the Garden school?

The Garden is an outstanding day special school in the London Borough of Hackney suitable for robust and mobile children and young people with a diagnosis of Autism who have severe learning difficulties. The age range currently spans from 4-16. At the Garden, the pupils' identified needs are complex and significant in the area of communication and interaction as described in the SEN Code of Practice. Pupils may also have social, emotional and mental health needs. In addition, students may have sensory needs, linked to their Autism. The attainment of primary pupils and is in most cases assessed as being between P4 and P8 on the P scales. Pupils admitted at secondary transfer are typically slightly more able.

Admissions to the school are set out within the admissions policy on the school's website.

How do we identify children and young people with SEN and assess their needs?

All pupils who attend the Garden school have a statement of special educational needs or an Education Health and Care Plan (EHCP). Pupil consultations and referrals to us come through the Hackney Local Authority SEN team or neighbouring Local Authorities. Admission to the school is through the statutory assessment process whereby The Garden school is named on a child's education, health and care plan (previously Statement of Special Educational Needs.) All our pupils' statements of special educational needs are being transferred into Education, Health and Care Plans and we work very closely with the Local Authority to make this process as straightforward for parents as possible.

The main assessment tool used in school is the Social Communication, Emotional Regulation and Transactional Support process (SCERTS). This framework underpins the Curriculum and gives a



reliable baseline for each new entrant. B-squared is also used to record progress towards the National Curriculum.

We involve other professionals as appropriate such as physiotherapists, occupational therapists, speech and language therapists and educational psychologists.

We liaise closely with parents/carers and recognise them as equal partners.

The admissions and assessment policies can be found on the school website.

As a Special school, the Garden does not have a SENCO so the main contact is the Head of School, Pat Quigley

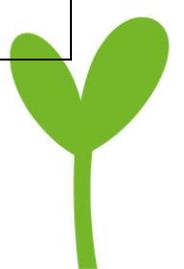
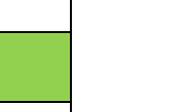
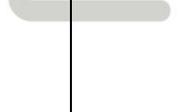
How do we consult parents of children with SEN and involve them in their child's education?

Parents are very closely involved in their child's education at the Garden. There is daily contact through a news sheet where both parties have the opportunity to communicate what has taken place that day. Questionnaires and surveys are sent home to parents on a regular basis. Parents are fully involved in the annual review of statement meetings/EHC planning meetings where they co-produce the outcomes that they want for their child and have a strong voice.

In addition, the following take place throughout the year:

- Initial visits to school
- Parent/Carer and teacher meetings including updates from other professionals
- Sharing pupil termly targets and their evaluated progress
- Parents' Evenings- twice yearly
- Parent workshops and training
- Coffee mornings and other social events
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations
- Annual Parent/Carer Survey
- Family Participation days

How do we assess and review children and young people's progress towards outcomes?



The curriculum is designed to provide meaningful and purposeful learning activities matched to the pupil's developmental level. This ensures that each pupil can access and experience success. Each pupil's progress on the Curriculum is tracked.

At the end of each day, the class team track the child's progress through their IEP, which is Social Communication, Emotional Regulation and Transactional Support (SCERTS) based. The multi-professional team meets weekly to discuss a particular child's progress in detail. The minutes are checked by the school's assessment coordinator. SCERTS data is collected and analysed at the end of the Autumn term and at the end of the Summer term. Review meetings with parents take place twice a year where parents are given the opportunity to contribute and give their feedback on progress. Other meetings also take place throughout the year eg. to discuss IEP targets.

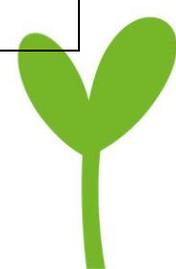
How do we support children and young people in moving between phases of education and in preparing them for adulthood?

Changing settings can be a challenging time for pupils with Autism so moving between phases and preparing to leave school are highly structured and planned activities at the Garden to minimise anxiety.

Prior to joining the reception class in school, the Early Years Lead visits new entrants in their current setting such as playgroups or nursery. She liaises with the Early Support team, part of the Local Authority's Inclusion and Specialist Support team, as they will already be working with the child. Individual transition plans are organised for all pupils who are coming to the school or moving to another setting, these include familiarisation visits, visual support (e.g. the use of symbols to familiarise the pupil with the new environment and work in class. Within school, pupils meet their new teacher and other pupils for transition sessions in the Summer term, with individual transition plans where needed.

Similar arrangements exist for pupils at secondary transfer or if a child or young person is admitted at other times with appropriate staff visiting primary schools and settings and arranging visits as part of a planned transition programme.

When a Year 11 placement is identified, staff members from the school or college are invited to visit The Garden meet with relevant Garden staff and receive relevant up to date documentation to help plan for pupils needs. Transition visits to the setting are arranged and supported by familiar staff.



What is our approach to teaching children with Autism?

The SCERTS Model has been adopted by the school to assess and teach pupils. It is a research based educational approach and multi-disciplinary framework that directly addresses the core challenges faced by children with autism and their families. It focuses on the areas of Social Communication, Emotional Regulation and Transactional support.

Teaching and multi-disciplinary practice with our Speech and language therapists, occupational therapists and Educational Psychologists follows national and international evidence based good practice in autism and includes TEACCH, Intensive Interaction, Makaton, Attention Autism, Picture Exchange Communication System and other communication strategies.

How do we adapt the Curriculum and the learning environment at the Garden?

The school has developed its own Curriculum framework, which links together the SCERTS framework as well as the Early Years Foundation Stage Curriculum and the National Curriculum. The school is purpose built to meet the needs of pupils with Autism. The Accessibility Plan gives further information and can be found on the school's website.

What training do staff have in relation to the needs of pupils at the Garden school?

Professional development and training of staff is a key component of the success of our school. Our teachers are all trained in specialist, evidence-based approaches to teaching children and young people with autism including **TEACCH**, **SCERTS**, **PECS** and **Intensive Interaction**.

The same high standards apply to support staff as is evidenced in the last Ofsted report:

"There are very effective teams of adults. Support staff have been very well trained and provide high quality teaching, under the teacher's direction, for individual pupils. All the pupils receive a very substantial amount of individual tuition and support." – Ofsted

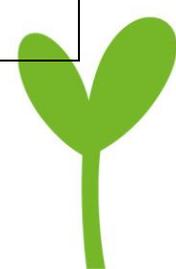


Induction Training for all new staff: 2016/2017

Type of training	Number of attendees
Approach training	42
Attention Autism	52
Communicate in Print	22
Communication Practices	32
Makaton	42
Safeguarding and Child Protection	51
Sensory Needs of ASD pupils	17
SCERTS	34
Understanding Autism	46
Work With Parents	17
Understanding Challenging Behaviour	35
Assessment Induction	38

Ongoing, school-based training

Type of training	Number of Attendees
Approach training	100
Approach Refresher	3
Attention Autism	73
Child Protection and Safeguarding	All Staff
Intensive Interaction	All Teachers
Developing Independence	All Teachers
EYFS and Classroom Practice	
Medical Needs, NSPCC and Prevent training	All Staff
Talking mats	All Teachers
Dental Health Training	All Staff
Core Vocabulary- Communication Boards	All Teachers
Behaviour Policy and Procedures	All Staff
Wiki Training	All Teachers
Receptive Language Training	All Teachers
Assessment for Learning	All Teachers
Social Care and Young Hackney training	All Teachers
Occupational Therapy Training	All Teachers
Makaton	All Teachers
Curriculum Part 1	All Teachers
Curriculum Part 2	All Teachers
Swimming-Working with pupils in the pool	All Teachers
Coaching MiRo	All Teachers
Schools First Aid Training	12



Coaching	All Teachers
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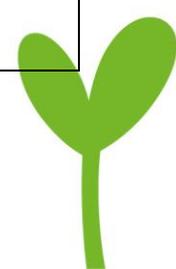
External Training

Type of training	Number of attendees
PECs training	1
Early Bird training	2
First Aid training	15
SCERTS training	11
L.E.A.D-Exploring Leadership	2
L.E.A.D-Making the Presentation	2
Prevent E- Learning	1
Approach	3
L.E.A.D. Becoming a Skilled Coach	2
L.E.A.D. /LEAP	2
Reflex Points To Compliment Yoga for	1
Special Needs	
Special Yoga and Mindfulness for Autism and ADHD	3
Keeping Children Safe Online	1
Bricks for Lego based training	1
Introduction To Autism	1
L.E.A.D. Building Teams with a framework accountability	2
L.E.A.D. Dealing with Difficult Stuff	2
NSPCC Child Protection in Schools (online course)	1
Training For Safeguarding Leads, Deputies and Managers	2



How will we include your child in activities outside the school classroom including school trips?

All pupils at the Garden school are included in school trips, following a detailed and comprehensive risk assessment to ensure that the pupils will benefit from the experience. There are currently three after school clubs which are drama group for secondary pupils and primary pupils have intensive Interaction/play sessions after school and a yoga class for secondary pupils. The school plans to expand provision.



What support do we provide for improving emotional and social development?

Emotional Regulation (e.g. supporting children with strategies to help them stay calmer and manage their emotions) is a key component of the teaching at the Garden. Developing social skills is also crucial in a school for pupils with Autism and is addressed throughout each day in a range of settings by all professionals.

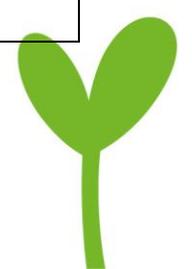
The school has a Family support lead based at the school for 4 days a week. She organises parent workshops and delivers these with trained teaching staff including Early Bird and Early Bird plus sessions and Healthy Minds. These take place throughout the year to help families support their child with their emotional and social development.

How does the school involve other bodies in meeting children's SEN and supporting their families?

The Garden has large multi-disciplinary team with specialist skills and expertise who work in collaboration with class teams to support pupils' development. These include: speech and language therapists who support communication; occupational therapists who support sensory processing and emotional regulation; and educational psychologists, clinical psychologists, and psychiatrists from CAMHS who advise on learning and behaviour. The school has strong links with the Children with Disabilities Social Care Team and the SEN teams at the Local Authority. The school hosts meetings on-site Looked After Child (LAC) meetings and Team Around the Child (TAG) meetings.

What arrangements do we have in place for handling complaints from parents of children with SEN about the provision made at the school?

The process for all complaints is explained in the Complaints Policy which is available on the school website or by contacting the main school office



Where is the information on Hackney's Local Offer published?

The following link will take you to the Local Offer. [Hackney Local Offer](#)

Where can you find further information and advice about SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service?

SENDIAG Hackney SENDIAGS (SEND Information, Advice & Guidance Service)

Ann Tayler Children's Centre

1-13 Triangle Road, off Westgate Street, London E8 3RP

Telephone: 020 7275 6036

Team E-mail: SENDIAGS@learningtrust.co.uk

THE GARDEN

