

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 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.).

The person centred plan EHCP, the product of statutory assessment, identifies long term outcomes for the child or young person. A range of tools are used to assess needs including observation, ComFor and SCERTS assessments.

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. In primary classes an app called Class Dojo is used as a means of communicating regularly with parents updating them with pictures and clips on their child's progress and achievements. Questionnaires and surveys are sent home to parents on a regular basis. Parents are fully involved in the annual review of EHCP 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?

A yearly progress report is written by teachers and speech and language therapists which addresses the outcomes and progress towards them

These are presented in an annual review where progress, challenges and next steps are discussed

Outcomes are a part of each student's Individual learning plan

Smaller targets are set termly and reviewed half termly. These targets are steps to meet these outcomes.

These targets are individualised targets which are then imbedded into the daily routine.

The targets are generalised across settings.

The targets are measured using an independence scale with the aim for the students to be able to carry out this target across settings independently.

Photos and Videos are used to show progress

A programme which assesses the progress within P Levels is updated bi annually

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 Garden has a pupil-centred curriculum which has been developed to create optimal opportunities to nurture communication, learning and independence in a safe and inclusive environment.

The curriculum is based on a spiral curriculum model. This means that pupils return to the same skills throughout their education, with each encounter building on what they learnt previously and applying their skills to a wider range of contexts.

The Garden school uses a range of evidence-based teaching strategies and pedagogies including Attention Autism, PECs, Makaton, Intensive Interaction, TEACCH, and Assessment for Learning. These are all used effectively and are adapted to fit within the framework of SCERTS®.

Our primary curriculum is based around the 7 EYFS areas of learning. We use these areas of learning as we believe that they give more flexibility for an individual and child-centred curriculum than traditional subject areas. It also allows for more cross-curricular learning and development of those specific skills we need to nurture in our pupils in preparation for the secondary curriculum and eventually for adulthood.

We have 3 broad groups of learners who need different curriculum offers according to their pathway to adulthood. Each of these curricula offers learning opportunities that are relevant and purposeful to that stage of learning.

- The Roots Curriculum is a sensory and exploratory curriculum (P3-4). It covers the essential key skills and knowledge that our students need to learn. Engagement and learning through play and sensory exploration is vital to this stage of development. This curriculum should provide learners with opportunities for developing their skills within meaningful contexts.
- The Trunk Curriculum is a semi-formal curriculum for learners on P5-7. Learning through exploration and play is still important as it motivates and supports learning. This curriculum provides opportunity for pupil voice, communication and development of functional skills.

- The Leaves Curriculum is a more formal curriculum for learners on P8 – key stage 1 national curriculum standards. This curriculum provides learners with opportunities for developing their knowledge and skills within a wider range of purposeful contexts. We have linked skills to the National Curriculum where appropriate.

Each student follows their own pathway and focus on targets that are specifically designed for them.

In this way each student's timetable may look very different.

In Secondary, preparation for adulthood is a focus. Work related options and activities are provided for students. ASDAN is an accredited scheme which is used to give pupils evidence of their learning to take to further providers or employers. Modules are selected by students where possible or chosen based on the interests of the students.

The whole school has access to our enrichment curriculum. This is broadly offered through Art, Dance, Drama, PE and Work-related experiences.

How do we adapt the learning environment at The Garden school?

The school was designed and built in consultation with managers to specifically meet the needs of our students.

There are spaces which are designed to meet the needs of the students: a sensory room, a soft play room, a splash pool, the nature room, the light room, two food technology rooms, a sensory garden, an outside gym.

There is also a café which is designed to help the students access shopping skills as well as food preparation and customer service skills

There are three nurture rooms: these are small rooms fitted like a classroom with Learning station, interactive white board and enclosed outside area. These are used for small group sessions but purposefully built for students who needed time to transition into the school or bigger groups of students.

There are shared spaces between some classes for storage to be kept clear of the classes and spared spaces to use for regulation

Some of the primary classes have two smaller rooms to help to define spaces and have smaller groups doing different activities.

The downstairs classes have 'pods' which are outside spaces attached to the classes.

The secondary corridor has an enclosed outside space

There are two canteens and two playgrounds in order to minimise the number of students in one area at a time.

Classrooms are adapted to meet the needs of the student but all will use uniform systems

Classrooms have well-ordered, structured, visually calming and well cared for environments

- There is use of learning stations in classes
- Displays in class rooms are restrained depending on the visual needs of the students.
- Visual supports are used consistently across the school and are differentiated to meet the needs of individuals: timetables, PECS books, Core vocabulary boards, Makaton, Green and Red boards, First and then boards.

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.

Training: Number of Attendees 2017-2018

Induction training

| Type of training | Number of attendees |
|---|---------------------|
| Attention Autism | 53 |
| Introduction to Autism | 24 |
| Understanding Autism | 11 |
| Communication Practices | 10 |
| Approach Training | 17 |
| Assessment at The Garden | 16 |
| Understanding Behaviour | 12 |
| Medical – Asthma/Anaphylaxis/Epilepsy | 13 |
| Working with Parents | 23 |
| SCERTS | 13 |
| Makaton 2 | 9 |
| CP and Safeguarding - Introduction | 24 |
| Communicate in Print | 13 |
| An introduction to autism and understanding behaviour | 6 |

Ongoing, school-based training

| Type of training | Number of attendees |
|---|---------------------|
| Approach Refresher Training | 127 |
| Approach Training | 10 |
| Child Protection and Safeguarding | 139 |
| Intensive Interaction | 64 |
| Medical Needs | 106 |
| Multidisciplinary Meetings/HM Visit | 17 |
| Curriculum Training (Primary & Secondary) | 91 |
| (Education) Supporting Pupils with Unmet Attachment Needs | 8 |
| Intensive Interaction Training | 1 |
| Approach Awareness for parents | 6 |
| ComFor Training | 9 |
| AAC Speech Therapy | 109 |
| Safer Recruitment | 6 |

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|---|----|
| Introduction to Positive Behaviour Support (BILD) | 32 |
| PBS Coaches 2 Day (BILD) | 10 |

External Training

| Type of training | Number of attendees |
|--|---------------------|
| Teacher Training Programme | 1 |
| Advance Child Protection | 1 |
| Lis' n Tell | 1 |
| Masters Workshop for MA in Autism Studies | 1 |
| Masters Advanced Child Protection Year 2 (university of Kent) | 1 |
| NQT Workshop | 1 |
| Makaton Training | 1 |
| Keeping Safe | 2 |
| Early Interaction Conference | 1 |
| Teen Life Training | 2 |
| Special Yoga Foundation | 2 |
| Attention Autism Day 3 | 1 |
| Hackney SENCO – Meeting the Mental Health Needs for ASD Children | 2 |
| First Aid Course St Johns Ambulance | 3 |
| Adult MHFA 2 Day Course | 1 |
| Statutory SRE Training | 1 |
| PECS | 3 |
| TEACCH Training | 2 |
| Moving into Management | 1 |
| Media Training | 1 |
| Public Speaking | 2 |
| Intensive Interaction | 1 |
| Attention Autism | 1 |
| SIMS Training | 1 |
| A whole school approach to parental engagement | 1 |
| Social Stories | 1 |
| WAC Arts Training | 1 |
| Governors Training | 1 |

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. All staff have been trained in positive behaviour support by BILD to ensure proactive and preventative approaches are used to support children and young people. 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, emotional regulation and developing independence; and educational psychologists, clinical psychologists, and psychiatrists from CAMHS who advise on learning and behaviour. There are termly whole school multi-disciplinary team meetings. 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 for social care including CP core group and CIN meetings, 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