

Special Educational Needs (SEN) Information Report 2015-2016

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. Early Year's provision for 2 and 3 year olds will be in place for September 2017. 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 both primary pupils and those on entry to secondary is in most cases assessed as being between P4 and P8 on the P scales.

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
- 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 school, the Head of Early Years 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.



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: (Autumn and Summer terms 2015/6)

Type of training	Number of attendees
Approach training	11
Attention Autism	16
Communicate in Print	18
Communication Practices	20
Makaton	43
Motivating Activities for ASD pupils	19
Safeguarding and Child Protection	56
Sensory Needs of ASD pupils	30
Understanding Autism	31
Understanding Challenging Behaviour	36

Ongoing, school-based training

Type of training	Number of Attendees
Approach training	98
Attention Autism	63
Intensive Interaction	73
EYFS and Classroom Practice	10
Medical Needs, NSPCC and Prevent training	All staff
Talking mats	All teachers
Wiki training	All teachers
Social Care and Young Hackney training	All teachers

External Training

Type of training	Number of attendees
Safeguarding Disabled Children	1
Safer Recruitment Training	1
WRAP training	1
Impact of neglect and emotional abuse on children and young people training	1
MA in Advanced Child Protection	1
PECs training	7



Early Bird training	2
First Aid training	1
SCERTS training	9
Sensory Integration training	2
Wiki training	3
CASPA training	2
Raising Achievement	1
Talking Mats	1
Sex and Relationship training	1
PDA course	1
Ambitious Autism KS4 and beyond	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 two after school clubs which are drama group for secondary pupils and primary pupils have intensive Interaction/play sessions after school.

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

Emotional Regulation teaching (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 who is based at the school for 4 days a week. She runs parent workshops, including Early Bird plus sessions, 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 for 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

