

SEND Policy and SEND Information Report

Maple 
House

growth • learning • therapies



Approved by: Jayson Rawlings

Date: September 2024

Last reviewed on: September 2024

Next review due by: September 2025

1. Aims

Our SEN policy and SEND information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

The Head Teacher and staff of Maple House School recognise that the school has been developed to provide for pupils who, by virtue of their special educational, emotional, social and behavioural needs, have been identified as unable to access the educational opportunities available in mainstream schools. Maple House School aims to provide the highest possible educational opportunity for all its pupils whilst understanding that many of their SEN and/or early life traumas will present barriers to learning including levels of EBSA/NA (Emotional Based School Avoidance or Non-Attendance)

We are 'Kind' and 'Respectful' of every child and young person at Maple House School.

At Maple House School we understand that each child may have different levels of SEND or different academic abilities. We have high expectations for all our young people both academically and holistically understanding that each child is an individual and planning accordingly. From the very first day they walk through our doors, we're planting the routes of their journey to blossoming as they grow at Maple House School.

Each child or young person is an individual, who grow with us at Maple House School and lead a fulfilling, independent life when leaving us at post-16 or at 19 years old, whether that is onto further education, employment, training or supported living.

Maple House School specialises in working with young people who have Autism and/or similar associated needs. We support Social Emotional Mental Health (SEMH) needs around their primary needs whether that is high levels of anxiety, trauma or social difficulties, sensory disorders or similar needs. All young people have an EHCP or are in the process of acquiring one.

We offer small class sizes from 6 to 8 students and a range of learning opportunities. With an experienced leadership team, we are highly experienced in devising strategies to support each student and are able to personalise work to engage reluctant learners or those with learning gaps of up to 4 years, but able to access the national curriculum at Key Stage Level.

Maple House School provides a rich, bespoke and broad curriculum that is designed to offer a personalised approach to learning and achieving whether that be at entry levels through to GCSE level. We use an array of teaching styles, educational and clinical interventions that are supported by research/clinical evidence and psychodynamic approaches to increase appetite for learning and engagement.

The whole curriculum focus is based on assessing and providing learning opportunities to develop social and emotional development. We use an array of assessments including THRIVE to assess and track progress of emotional and social development. We offer a unique social and personal development programme to underpin our curriculum including an Active Citizens Programme.

At Maple House there is an experienced and qualified SENDCo to oversee our primary provision and the primary student centred annual reviews. We replicate this model for our

upper school students. The SENDCo works in collaboration with the Headteacher who is also a qualified and experienced SENDCo, and the Pastoral Manager. Interventions are managed across the site by the SENDCo.

A provision map is in place to capture the levels and length of educational support, this is accompanied by a clinical tracker /log that captures all clinical specific interventions.

Maple House School has access to clinical support in the form of a Speech and Language Therapist (SaLT) through SLA who works with all the Teaching and LSA's to ensure Speech and Language strategies are embedded in lessons throughout the curriculum. The SaLT also delivers lessons that are specifically design to support all ages and abilities.

Through SLA there is an Occupational Therapist (OT) to provide guidance and interventions on a wide range of needs from sensory circuits to physical intervention such as proprioception strategies..

Maple House will provide clinical support through a Clinical Psychologist, and experienced Assistant Psychologists to support students' mental health and wellbeing and as part of our support for those students that are unable to access the school in the first instance. The CP will oversee the delivery of therapies including self-esteem, anxiety management, diagnosis awareness, distress tolerance, trauma and acceptance. These programmes, although written by a clinician may be delivered by a Teacher or a Learning Support Assistant who is a champion or emotional learning support assistant trained (ELSA).

Where there are high-level mental health concerns the team around the child including Pastoral Manager and SENCO will discuss the best options to support the young person and will link with CAMHs or other external professionals to share information. Our clinical team do not replace the need for CAMHs and will not provide specialist clinical input that interferes with CAMHS therapies.

All clinical teams provide guidance and information that is added to key documentation including Positive Behaviour Support Plans and Personalised Learning Plans. They provide Clinical information that is added to the young person's educational report and information for the yearly EHCP reviews. They will provide specialist training to all staff.

2. Legislation and statutory requirements

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Scope

This policy applies to all staff working at Maple House School.

4. Roles and responsibilities

4.1 The Headteacher will:

- Work with the SENDCo and clinical teams to determine the strategic development of the SEN policy and provision in the school ensuring that all records are kept and reviewed regularly in line with the SEND Code of Practice 2014
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

4.2 The AHT/SENDCo will:

- Work with the Headteacher, SLT and clinical teams to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN
- Hold EHCP reviews using a person/child-centred approach, ensuring full involvement of the parent and young person: considering their views, wishes and aspirations when making decisions.
- Provide professional guidance and support to colleagues, working with staff, parents, and external agencies to ensure all students at Maple House School receive support and interventions to remove barriers to learning
- Ensure that all students receive quality first teaching.
- Advise on the graduated approach (waves of intervention) to provide clear and recorded SEN support.
- Be the point of contact for external agencies, including the local authority and its support services for annual reviews
- Liaise with the local authority and Careers Leader to ensure that preparation for adulthood is considered and implemented in a timely manner, meeting with potential next providers of education, ensure students and their parents are informed about options and that a smooth transition is planned.
- Work with the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and exam access arrangements.
- Ensure the school keeps the records of all students with SEN up to date and regularly reviewed.
- Act as the Designated Teacher for Looked After Children and liaise with external agencies and virtual schools.

4.3 The Executive Headteacher will:

- Help to raise awareness of SEN issues, supporting the school in its delivery of an effective provision
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the school as we grow.

4.5 Class Teachers will:

- Track and report on the progress and development of every student in their class
- Work closely with learning support assistants, HLTAs or specialist staff to plan and deliver lessons, considering the needs of each student and their personalised learning plans.
- Assess the impact of support and interventions and how they can be linked to classroom teaching as part of wave 1 interventions (universal)
- Work with the SENDCo to support wave 2 (targeted interventions) to support closing gaps in areas of need and supporting removing barriers to learning.
- Work with the AHT/SENDCo to review each student's progress and development towards their specified EHCP outcomes and decide on any changes to outcomes and provision
- Record all assessments and evidence on Curriculum Maestro, Personalised Learning Plans and through annual review.
- Support the SENDCO where required in annual reviews, parents evenings and communicating with parents on a regular basis.
- Ensure they follow this SEN policy

5. Definitions

5.1 What is SEND?

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. SEN Information

6.1 Meeting the Needs of Children and Young People at Maple House School

Maple House School provides a learning, therapeutic and nurturing provision offering an academic and vocational pathway for children and young people with a range of needs, including:

- Communication and interaction, for example, Autism, Asperger's Syndrome, speech and language difficulties.

- Cognition and learning, for example, dyslexia, dyspraxia, some learning development delays
- Social, emotional and mental health difficulties, for example, high levels of anxiety, EBSA, EBSAN, self-harm, trauma.

6.2 Communication and collaboration with children and parents/carers

Our team at Maple House will keep regular communication with all families starting from when the family visit us for our open evening and request placement at Maple House School. We hold regular discussions with the child and their parents when from consultation, whilst transitioning to the school and through regular updates and meetings.

We always consider the child's views and will consult each child and parents to provide personalised plans that are reviewed at regular intervals and take into consideration the child's needs. A child-centred approach ensures:

- Everyone develops a good understanding of both the child's areas of strength and difficulty, likes and dislikes, triggers and best practices for regulation
- We understand the parents' concerns, likes and dislikes
- Everyone understands the agreed outcomes sought for the child
- A clear plan of support is in place to meet the young person's EHCP outcomes
- Everyone is clear on what the next steps are
- We have a clear plan to support the young person to become an independent and confident member of society.

Notes of all discussions will be added to the student's record as part of ongoing support around the child.

We will share the plans and seek teacher, parent and student input.

We will formally notify parents and the Local Authority of when the EHCP is to be reviewed and obtain all views prior to the meeting.

6.3 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the cycle of **assess, plan, do, review**.

The class or subject teacher will work with the AHT/SENDCo to carry out a clear analysis of the student's needs and support the objectives on the EHCP. This will draw on:

- The teacher's assessment/observations and experience of the student
- Previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data taking into account gaps in education.
- The views and experience of parents

- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

6.4 Supporting students moving between phases and preparing for adulthood

We follow a bespoke curriculum that supports a sequenced curriculum throughout the school ensuring that children can move through the school, removing anxious transitions from lower to upper school.

We offer a full personal development programme that includes Active Citizens Life Skills, a bespoke careers and independence programme and PSHE programme underpinned by Prince's Trust to support our children in their future steps at post-16 or at 19.

We offer independent careers advice and plan for preparing for adulthood through a local authority advisor.

We will share any information with future schools, college, or other setting the student is moving to in agreement with parents and students. We will support any transition the students need to successfully transfer into a placement in the same way that they were transitioned in to reduce anxieties.

6.5 Quality First Teaching for students with SEND

Under the direction of the curriculum lead, teachers are responsible and accountable for the progress and development of all the students in their class. Progress does not solely mean academic progress but is also social and emotional growth through our personal development programmes and relational approach.

Quality First Teaching is our first step in responding to students who have SEND. This will be differentiated and adaptive for individual students and personalised where required.

We also provide the following interventions, where necessary:

- SaLT input, support and training
- O.T observations, assessments and interventions including sensory circuits
- Whole school literacy and phonics programmes including access to Giglet at home.
- Educational interventions as directed by the SENDCo through learning support assistants
- Clinical interventions in a group or 1:1, dependent on need e.g. self-esteem, self-harm, depression and anxiety
- Dyslexia support through a dyslexia trained specialist.

6.6 Adaptations to the curriculum and learning environment

At Maple House School the following adaptations are provided to ensure all students' needs are met:

- Differentiating and adapting our curriculum to ensure it is accessible to all students. This includes considering by grouping, 1:1 work, teaching styles, content of the lesson, etc.
- Adapting our resources and staffing to meet the needs of the group and subject
- Using recommended resources, such as laptops, coloured overlays, visual timetables and signs, larger font, coloured backgrounds and other visual aids
- Differentiating our teaching to enable students to be able to access their learning by giving additional processing times, pre-teaching of key vocabulary, reading instructions aloud, use of a learning support assistant to support whilst the specialist teacher is able to give more time to those who may be struggling.

6.7 Additional support for learning

At Maple House School we have small class sizes and a teacher and learning support assistant, who are trained to support our children across their SEN. Our teachers and learning support assistants will use an array of in class teaching methods including on a 1:1 or smaller group basis when a young person has previously been out of education for long periods of time. The support is needed to build relationships and trust as well as take the transition very slowly e.g. from open evening through to consultation and a visit to the school, clinical support is also available to meet mental health needs.

Our learning support assistants support students in small teaching groups. This may be to access the primary cornerstone curriculum or secondary curriculum, communication interventions or emotional regulation support. We provide a therapeutic and nurturing environment to help build confidence, fill gaps in learning and support social and emotional development throughout the school.

6.8 Expertise and training of staff

Our Headteacher has several years' experience as a SENDCo in specialist provisions. This is supported by an Assistant Headteacher/SENCO who has previously worked in specialist settings as a SENDCO.

The SENDCO is employed full time to manage SEN provision across the school.

Members of staff receive regular training in mandatory areas on the National College such as safeguarding, lifting and handling, behaviour management, health and safety, and first aid. Staff are also given regular training for specific areas appropriate to the children's needs.

We use specialist staff for Occupational Therapy, Speech and Language and Clinical Psychology support.

6.9 Securing equipment and facilities

Students requiring equipment are identified at transition by the SENDCO or clinical specialist such as OT, SaLT or Clinical Psychologist. Requests for resources are processed as identified and requested.

6.10 Evaluating the effectiveness of SEN provision

We continuously review our provision for children with SEN by:

- Reviewing students' progress towards their EHCP outcomes each term
- Reviewing the impact of interventions following a graduated approach regularly
- Using student council, student voice and surveys
- Monitoring of progress, reviews, interventions and clinical input by the SENDCO
- Using evidence from EHCP reviews to inform EHCP outcomes tracker.
- Using provision maps to measure progress and follow waves of intervention where needed
- Holding person-centred annual reviews with the child where appropriate.

Our school EHCP reviews are conducted using a child-centred approach involving parents or carers and other professionals who support the child/ young person. We encourage our students to discuss what is working well for them, and if they have any concerns. We also look at their longer-term aspirational goals.

The EHCP review will also focus on the child's progress towards their EHCP outcomes and discuss those that are achieved or the appropriateness of the current outcomes and provision. We use an array of professional reports, assessments and observations to support our annual reviews.

For those young people in year 9 and above we fully support the preparing for adulthood transition through our personal development programme and in school careers programme. The annual review considers preparing for adulthood and career aspirations. We also seek independent advice from a local authority careers advisor.

Parents/carers are encouraged to express their views about all aspects of school life, including progress, their hopes and aspirations and considering next steps. Any amendments that may be necessary regarding identified additional SEN needs, outcomes met, or new provision are also clarified and agreed.

6.11 Education beyond the classroom for children with SEN.

Maple House School believes that education in the community and local environment is essential to learning and engagement whilst building independence, confidence, tolerance and communication skills. These skills are transferable to any formal learning environment and to their lives outside of school. Through our Active Citizens curriculum, we actively encourage our staff to take part in our off-site programme, taking them into local towns and their local community to engage and communicate with people in shops, services and businesses.

No student is ever excluded from taking part in these activities because of their SEN.

6.12 Improving emotional and social development

We support our students to improve their emotional and social development, resilience, independence and confidence in the following ways:

- Students are encouraged to be part of the school council and to have a voice and be a voice of the school. Students are discuss areas they would like as part of class assemblies and where the class can voice thoughts and opinions to Learning Support Assistants and Teachers.
- All students are encouraged to take part in social activities to promote teamwork/building friendships etc. This includes our Active Citizens programmes.
- Through our personal development focus, have developed a whole school approach to support social and emotional development specific to children with ASC/SEMH needs..
- We have strong external links with professionals from the local authority, the school nurse, social care, education support workers. We also have strong links through our community programmes to ensure families and young people receive outside support.
- We a bespoke SMSC and wellbeing calendar where we utilise drop down wellbeing days to include visits from therapeutic organisations e.g., animals, horses, and promote healthy exercise and eating.

6.13 Psychodynamic approaches across the whole school

Maple House School utilises an array of psychodynamic approaches to support SEMH and Autism. Our main approach follows the THRIVE approach to underpin the curriculum, and the language and emotional understanding strategies thrive provide. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. THRIVE draws on an understanding of six “building blocks” of development and growth that comes online sequentially and remains throughout life.

THRIVE assessments are completed termly and are shared with parents and carers to ensure a consistent approach to social and emotional development for all our pupils.

We also use reflective and restorative practice and a range of interventions including our Mindworks programme overseen by our clinical team to deliver lessons on understanding mental health and our own minds.

6.14 English as an Additional Language (EAL)

Maple House School is in the heart of Birmingham with a wide demographic of cultures, languages and beliefs. In our school, the teaching and learning, achievements, attitudes and wellbeing of all our children are important. We support and encourage all our children to achieve the highest possible standards for themselves and each other.

English as an Additional Language (EAL) includes those children for whom English is not the first language spoken at home and children who are bilingual. Children who are learning English as an additional language have skills and knowledge about language similar to

monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Children with English as an additional language need to hear English spoken by the adults in the school in as many different contexts as possible. When the context has meaning for the child they are more able to learn spoken English from the adult.

6.15 Equal Opportunities

EAL students are entitled to access the full curriculum whether this is independently, supported or adapted. We value and respect the cultural identities and experiences of all students and these are celebrated through our curriculum and school activities over the year.

We recognise that all children in school benefit from exposure to other languages and cultures and introduce this across the curriculum. As part of our visual representation around the school using signs and symbols, it is important to recognise that visual methods of supporting communication also support the understanding of language for EAL students.

6.16 Complaints about SEND provision at Maple House School.

If you feel that there is a cause for complaint about the SEN provision at Maple House School, please contact the Headteacher in the first instance for an informal discussion. If you feel that the complaint has not been addressed in a manner which is acceptable, please refer to the school's complaints policy.

Additionally, if you feel that the complaint is of a discriminatory nature, parents have the right to make disability discrimination claims to the first tier SEND tribunal. Parents can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

We would hope that we are able to work together around any discriminatory claims as a school-parent partnership to address any allegations in the first instance.

6.17 The Local Offer

Each local authority has a Local Offer webpage that provides information regarding EHCP reviews, complaints, contact details and signposting to support agencies. If a parent would like contact details for their SENAR caseworker, they can find contact details on the Local Offer.

8. Monitoring Arrangements

This policy and information report will be reviewed by the AHT/SENDCo annually. It will also be updated if any changes to the SEND information are made during the year.

It will be approved by the Headteacher.