



Special Educational Needs and Disability Policy

Review Date: September 2022

Introduction

Homewood College is a community special school committed to meet the needs of students from Brighton and Hove with an Education Health and Care Plan where students are identified with social, emotional and mental health as their primary need. Our specialist teams are trained to a high standard and are very focussed on the individual needs of students ensuring all maximise their progress through a creative, innovative, and alternative curriculum.

This policy links and compliments the Equalities Policy (see policies for full details). Homewood College promotes equality for all regardless of culture, gender or disability or any other protected feature.

The school aims to:

- Improve students' self-concept including self-image, self-esteem and self-awareness;
- Ensure students' curriculum entitlement by allowing them access to the national curriculum to provide young people who are unlikely to return to mainstream education with the skills to cope with adult life and prepare them for further education, training, and employment and the means of realising their full potential;
- Produce sufficient change and development in the students to enable some of them to reintegrate into mainstream wherever possible;
- To work with other agencies in Brighton and Hove that are involved with our students through our Team around the School (TAS) meeting;
- To offer therapeutic support as required.

Implicit within the aims and delivery are the key ideas that:

- All students are entitled to a balanced and relevant curriculum differentiated to need.
- Develop a close and supportive partnership with parents, carers and student is essential.
- The safeguarding and welfare of pupils is of paramount importance.

Special needs provision

Admissions Summary (for full details see policy)

Pupils who come to Homewood should:

1. Have a statement or Education Care Health Plan (ECHP) for SEMH as their primary need;
2. Fall within the average or above average range of ability.

Provision and Special Educational Needs

All students have severe social, emotional and/or mental health difficulties which manifest in many different ways e.g. phobias to severe conduct disorders (see definitions Appendix 1). Some students have been assessed as having specific conditions such as ADHD, or anxiety which may require medication. A number may have Speech and Language difficulties and/or dyslexia. Some students may show autism condition behaviours.

We are aware that many of our students have had extremely traumatic childhoods and are now seeing increased numbers of attachment disordered students; this is also increasingly recognised on their EHCPs.

Class Organisation

Wherever possible pupils are taught in their age related year group. Class sizes are at a maximum of 8. Each year group has a form tutor and at least one 'attached' teaching assistant.

Key Stage 3

We broadly follow the NC core subjects and we aim to personalise the curriculum so far as is practical. We aim for all learning to have a kinaesthetic, visual and audio element to suit the needs of our students.

Key Stage 4

All students study for English, maths and biology GCSEs as well as functional skills English and maths. Some students may struggle with this and will succeed at Entry Level. Depending on the student and the year group, other GCSE and accreditation is offered including Art GCSE, Food Preparation and Nutrition GCSE, English literature and construction. PE and PSHE are part of our core offer. All KS4 students are offered work experience.

For further information see the policy for Curriculum.

Behaviour Management

Homewood College has a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment Aware school which means we focus on building positive relationships between children and staff and children with their peers.

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through being attachment aware,

both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

We encourage reflective thinking. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their emotions and behaviour. Ultimately, we wish to give our children confidence in their capacity to think for themselves and to make sense of their own lives and experiences, in school and beyond.

For further information see the policy for School Behaviour.

Annual reviews

A formal review meeting of the EHCP takes place annually with the Local Authority, and consists of reports compiled by the school, all other professionals involved, parents/carers and the pupil. Where families do not have their own transport the school will make every effort to pick them up and take them home.

Other SEN Support and Therapies

There are a number of agencies that we access dependent on the needs of the student. To ensure quality of provision, and so that we have the right support, we utilise the skills of a multi-agency meeting known as TAS (Team Around the School).

We work closely with the following to support your child's needs:

- All therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy;
- The Educational Psychology services;
- Art and Music Therapy;
- School Nurse;
- Social Services Child Disability Team.

SEMH needs and interventions

These interventions are built into curriculum plans and understanding these and how we can address the needs of each student are vital to their success in overcoming barriers to learning and success.

SEMH interventions are designed to support:

- Maintaining a caring, orderly community in which effective learning can take place and where there is mutual respect between staff and pupils;
- Helping children develop a sense of worth, identity and achievement;
- Helping all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices;

- Developing in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

We are an Attachment Aware school.

Assessment

We use curriculum based assessment to monitor and evaluate the impact of learning.

Staff Training and Development

The Headteacher oversees all staff development and CPD is based around the emerging needs of individual students as well as whole school themes or needs. Training is regularly provided through internal and external professionals. We recognise that it is important to maintain and develop the skills of all members of staff and to review the impact of strategies and change or develop as needed.

Links with other Schools

In response to the Government's Green Paper, "Meeting Special Educational Needs", it is the policy of Brighton and Hove Local Authority to develop a more inclusive education system and encourage as much contact and involvement with mainstream schools and colleges as possible.

Review and Accountability

Members of the Governing Body have a close working relationship with the School. It evaluates the success of the education provided for the pupils by frequent visits to the school, committee meetings and from the Head Teacher's Report. Teachers regularly attend meetings in order to inform SLT and student Special Educational Needs is a regular agenda item. The Annual Report of the Governing Body includes information on the Special Educational Needs Policy. A questionnaire is sent to parents termly to access feedback about how well we are working with our students and what we need to do better.

Parental Links

We believe that a pupils' education is a partnership between parents, carers and teachers, and we are committed to developing strong communication with parents/carers. We recognise and work with the principle that children achieve more when the school and parents/carers work together. Teachers communicate with parents/carers through a home school diary, via email or by regular (minimum weekly) telephone calls. In addition parents/carers are welcome to arrange to come into school. Teachers run parent/carer consultation evenings and pupils receive a report at the end of the school

year. A formal review meeting of the EHCP takes place annually with the Local Authority, and consists of reports compiled by the school, all other professionals involved, parents/carers and the pupil. Parents/carers are also invited to regular coffee mornings.

Complaints Procedure (see full policy for details)

Parents/carers should always contact their child's form tutor in the first instance with any questions or information.

There is a complaints procedure for the school.

For further information see the policy for Complaints.

Evaluation Process

Every year the School Leadership Team reviews its policy on SEN. It evaluates its success in meeting the educational needs of the pupils and endeavours to identify areas which can be strengthened and improved or developed.

Adopted by the Full Governing body of Homewood College

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Appendix 1

Other Support Services with which we are involved

Health Services: We have good links with the School Nursing service as well as the school dental nurse.

CAMHS: We are linked to CAMHs via our Psychotherapist and Primary Mental Health worker.

SALT: We have an attached Speech and Language Therapist who visits regularly and offers support advice on how to work effectively with our students.

Dyslexia, SpLd: We have several staff trained and knowledgeable in this area and we are fully supported through our LA Educational Psychologist. We are also a dyslexia friendly school.

Therapeutic Support: We have an Art Therapist and a Music Therapist who come into school to provide 1:1 therapeutic work.

Family Work: Our pastoral officers, safeguarding and attendance team support our family work in conjunction with our tutor teams.

Social Care: The school maintains links with Social Care as appropriate.

Virtual School: The school maintains links with the virtual schools team when working with children who are Children Looked After. We have a full time Child in Care Co-ordinator.

Youth Offending Service: The school work closely with the YOS team when students are involved with this service or the criminal justice system.

Appendix 2

Definitions:

Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

This means that they have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in mainstream education. Children with SEMH will often feel anxious, scared and misunderstood.

Typical characteristics of children with SEMH can include:-

- Disruptive, antisocial and uncooperative behaviour
- Temper tantrums
- Frustration, anger and verbal and physical threats / aggression
- Withdrawn and depressed attitudes
- Anxiety and self-harm
- Stealing
- Truancy
- Vandalism
- Drug abuse
- Setting fires

SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental

disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Appendix 3

Further Advice:

Children's Education Advisory Service (CEAS)
Early Support Programme
Family Information Services
Information, Advice and Support Services Network – guidance on impartial information, advice and support
Patient Advice and Liaison Service (PALS)

Appendix 4

The school seeks to comply with:

References other than the Code of Practice (2001) and for SEND 2015:

Children Act 1989
Education Act 1996
Children Act 2004
Equality Act 2010: Advice for Schools
Discrimination and Disability Act the 2010
Transition to the new 0-25 special educational needs and disability system (DfE guidance)
Working Together to Safeguard Children 2013
Children and Families Act 2014
Special Educational Needs and Disability Regulations 2014
Keeping Children Safe in Education 2021