



Special Educational Needs & Disability (SEND) Policy 2019 - 2021

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People Involved in writing this policy:	Senior Leadership Team Provision Leads
Person responsible:	Senior Leadership Team Provision Leads
Committee Responsible:	Provision and Wellbeing
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Reference to statutory legislation	This Policy draws on legislation from the Children and Families Act 2014, the Equalities Act 2010 and the Special Educational Needs and Disability Regulations for 2014. It is written with guidance from the SEN Code of Practice from January 2015. This policy should be read with particular reference to our Equality and Accessibility Policies and also with reference to our Teaching and Learning Policy and Progress and Assessment Policy, copies of which may be obtained from the school on request.
Swiss Cottage School is committed to:	<p>Our learners are at the centre of everything we do and we advocate personalised methodologies through our highly differentiated curriculum and approaches. Our curricula are Life Skills based focusing on preparing our learners to be part of society. We provide a secure, enjoyable and stimulating place to learn where learners have opportunities to take risks with their learning and develop skills, knowledge and understanding for life in the community.</p> <p>We work in partnership with our parents and carers to consolidate and contextualise learning, supporting our learners to feel proud of their achievements and successes.</p>
Our vision	<p>Swiss Cottage School, DRC is committed to the development of a whole school vision that is driven by priorities at classroom level:</p> <ul style="list-style-type: none"> ● Recognising individuality ● Working together ● Creating opportunities ● Celebrating success <p>We are a positive learning community working together to unlock potential. As a school we celebrate our learner's individuality and successes in the classroom, playground, in a range of assemblies, on school trips and through a range of accreditation.</p>
Aims of the SEND policy	<ul style="list-style-type: none"> ● To ensure that learners have access to high quality provision as laid out in their Education, Health and Care Plans (EHCP) and Statements of Educational Need. ● That all practitioners have an opportunity to actively identify and respond to the ever changing needs of our learners. ● To ensure that all systems and practices support our aims and philosophies. ● To guarantee that our learner's needs are met through high quality teaching and personalised provision.

<p>Objectives These aims will be achieved by:</p>	<ul style="list-style-type: none"> • Our knowledge and understanding of the aspirations and potential of all our learners in order to support their holistic development, through offering high quality provision. • Ensuring that our parents and carers are actively involved in all aspects of their child’s learning and care, through working together to maximise the achievement of outcomes. • Working collaboratively with the multi professional network and team around the child to regularly review interventions, strategies and to support progress. • Regular curriculum review and consultation to ensure our curriculum meets the needs of all our learners. • Providing continuing professional development learning days to develop SEND pedagogy and skills to meet the needs of our learners. • Our Personal Learning Intention Maps (PLIMs) and assessment frameworks are directly constructed in response to the learner’s strengths and needs collaboratively identified in the EHCP.
<p>Provision:</p>	<p>Our policy describes bespoke personalised curriculum pathways tailored to meet individual needs and changing circumstance. Our provision is defined by the Special Educational Needs of our learners.</p> <p>Our learning community includes learners with Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional, Mental Health Needs. All our learners hold a legal document that names Swiss Cottage School, DRC – either an Educational, Health and Care Plan or a Statement of Educational Needs. Applications to the school are determined by the Local Authority.</p>
<p>Safeguarding</p>	<p>Safeguarding is the collective responsibility of all of our staff who come into contact with our learners and their families. We provide regular training for our staff and volunteers and offer weekly Safeguarding drop-in sessions during term time. Our Designated Safeguarding Lead is Lucy Hall and our Safeguarding Governor is Colin Reader. Our Child Protection and Safeguarding Policy is available on our website or from the school on request.</p>
<p>Working in Partnership with Families</p>	<p>Swiss Cottage School, DRC is committed to working in partnership with our families to help learners achieve their aspirational outcomes, develop their independence, celebrate their individuality and prepare for next steps. We welcome families at the beginning of their child’s journey with us and aim to maintain and develop</p>

	<p>relationships that are sustained after young people move on from Swiss Cottage School, DRC. We offer families a range of groups, targeted intervention and training to enable them to have a better understanding of their children's needs and to support them to make good progress in their learning and development.</p> <p>We capture the step by step progress of our learners through Learning Journals which are shared with our families regularly through an online learning platform. The medium term plans, timetables and PLIMs are shared with parents and carers termly. Parents/carers are invited to discuss any issues with teaching teams and other professionals through face to face meetings, drop in sessions, or more formalised meetings.</p>
<p>Personalised Provision through Curriculum Pathways</p>	<p>Swiss Cottage School, DRC is committed to personalised provision, starting with high quality class provision tailored to each learner's needs and abilities.</p> <p>We plan opportunities for more bespoke intervention programmes and cross-class learning, to bring enhanced provision. We support a range of therapy programmes where this is indicated in a learner's EHCP or Statement provision. Teaching teams meet regularly to review and evaluate the effectiveness of the therapy programmes to ensure that all of our learners work towards achieving their outcomes. All provision is captured and shared with parents/carers, professionals and learners and it informs meaningful target setting and reviewing process.</p> <p>Teaching teams collaborate with families, therapists and other professionals in setting up, monitoring and reviewing termly learning intentions that reflect 4 areas of need and curriculum pathways.</p> <p>The learners' primary need, as identified in their EHCP or Statement, is used to decide the appropriate curriculum pathway for that learner. The school offers a bespoke, broad and flexible framework to allow deep and creative learning. All learners follow the same curriculum theme to create a sense of whole-school identity.</p> <p>Any concerns can be referred by all staff and on behalf of parents/carers and other professionals, so that these can be jointly explored by the multi-agency team and the school</p>
<p>Transition to Swiss Cottage School, DRC</p>	<p>Swiss Cottage School, DRC recognises the importance of a successful transition into the school. Every learner will have a personal plan that is drawn up with a range of different internal and external professionals in consultation with families. We do not believe there is a fixed model however all new learners can expect</p>

	<p>at least what is set out below.</p> <ul style="list-style-type: none"> • Prior to admission, all learners are assigned a lead professional who will oversee the entire transition process. • The lead professional will consult with all relevant external agencies to ensure our school based staff have all relevant documentation prior to an initial meeting. • A series of transition visits are planned which are informed by both the family and the learner's current setting. The transition visits will consist of at least: one home visit by Swiss Cottage School, DRC staff, one visit to the learner's current setting by our staff and at least three visits to Swiss Cottage School, DRC where the learner will be accompanied by key adults, either family or key workers. • An initial Team Around the Child (TAC) meeting will take place where the professionals currently working with the learner and key Swiss Cottage School, DRC staff will plan the transition including equipment needs and a handover of therapy plans. Families are welcome to attend if requested. • Where possible the Swiss Cottage School, DRC lead will attend the learner's annual review meeting. • Learners entering the Early Years and Foundation Stage (EYFS) will have a staggered entry to the school which is arranged in consultation with the family. A staggered entry can be arranged for older learners if believed to be appropriate by all agencies and the family.
<p>Transition within Swiss Cottage School, DRC</p>	<p>Families will be invited at the end of the year to meet with both the current class teacher and the new class teacher so they can be confident about their child's transition.</p> <ul style="list-style-type: none"> • Transition within the school is planned for each year and every learner is supported with the changes they may encounter. • Where there is a change of class teacher there are meetings planned to hand over important information including the communication profile and current PLIMs. • Staff who are new to the learners will do observations of the learners in their current class prior to any changes taking place. • Where appropriate the learners will be provided with social stories which will have visual supports including the children who will be in their new class and the adults they will be working with. • Teachers are provided with a breakdown of equipment needs and therapy input for every learner so there is not break in provision after the holiday. • From Year 9 onwards, the Careers Advisor is involved in the Annual Review process and will initiate contact with parents

	<p>and work with learners and the class team to begin the conversation about next steps.</p> <ul style="list-style-type: none"> •
Transition from Post 16	<p>For our learners in sixth form, we offer a curriculum that focuses on becoming independent, accessing the local community and gaining vocational skills to support their transition into adulthood. The aspirations identified in their Education, Health and Care Plans will be key factors in developing their learning programme. As a pathway to their next placement, learners participate in meaningful work experience both in school and in the community.</p> <p>Transition is discussed with parents, carers and young people to plan the most appropriate next steps, and further information and destinations can be found on our website. Our priority is to ensure that all our learners can communicate effectively, feel confident in their new environment and are prepared for the challenges of adulthood.</p>
The Annual Review Procedure	<ul style="list-style-type: none"> • The Head of School is responsible for the organisation of the Annual Review and Education, Health and Care Plan meetings. The meetings are led by the class teacher and chaired by a Senior Leader. • The decision to amend an Education, Health and Care plan, or funding allocation is made by the Local Authority although the school will make recommendations based on evidence gathering in school. • When changes are made, the Local Authority informs parents initially and then the school in writing and the amended Education, Health and Care Plan or Statement follows; the amended legal document is then placed in the learner's electronic folder. • Each learner has a folder on the shared drive where all the documents and reports associated with an annual review, Education, Health and Care Plan or Statement are filed.
Partnership with outside agencies	<p>We are committed to working in partnership with other agencies to support the needs of our learners</p> <p>We work in collaboration with NHS Physiotherapy, Occupational Therapy, Speech and Language Therapists, Hearing Impairment and Visual Impairment Services, and follow strategies and support programmes as recommended. Swiss Cottage School, DRC works closely with Camden Social Care, the Multi Agency Safeguarding Hub (MASH), the Early Years Help Team, The Children and Young People Disability Service, The Child and Adolescent Mental Health Service (CAMHS), MOSAIC, Coram Fields and Strength in Horses – Equine Therapy.</p>

