



Waterloo Lodge
School

**Outcomes
First
Group.**

OptionsAutism

Support for pupils with Education and Health Care (EHC) Plans

Waterloo Lodge School

Updated 1 September 2023

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Introduction

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (Last updated:30.04.2020) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Last updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 3 and Key Stage 4 (updated July 2014)
- Safeguarding Policy (written in accordance with the Keeping Children Safe in Education document 2019).
- Accessibility Plan
- Teachers Standards 2012
- Disapplication of the Curriculum (revised 2013)

The SENCo at Waterloo Lodge School is Steve Welsh (admin@waterloolodge.co.uk) who is Assistant Head and part of SLT.

Waterloo Lodge School

As specified in the SEND Code of Conduct (last updated April 2020), we believe that every teacher is a teacher of every child, including those with SEN. We recognise that every child is different, and each individual child is always our starting point. Our staff are trained across areas of therapeutic parenting, attachment issues, early childhood trauma and all SEND that face our young people. In addition to academic achievement, the focus at Waterloo Lodge School is on developing every child's social, emotional and personal development. This is supported by ensuring each child strengthens his or her independent and living skills which are key to building confidence and self-esteem.

Rationale

At Waterloo Lodge School we believe inclusion is far more than just a welcoming environment. Inclusion is about engendering a sense of community and belonging and encouraging our pupils to have the highest aspirations to ensure their success as adults.

As an inclusive school we have:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems for early identification for barriers to learning and participation
- High expectations and individualised targets for all children and young people.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

Aims

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice (Last updated April 2020).
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our Pupils' achievements.
- Support all Pupils to succeed by offering multiple pathways for progression.
- Equip Pupils with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents and carers.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and EHCPs ,prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCO.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be coordinated by the SENCO and supported by SLT and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- Work together with the onsite Multidisciplinary Therapy Team to help Pupils reach their targets.
- Work with existing supporting agencies such as Cahms and Virtual Schools.
- Create a school environment where pupils can contribute to their own learning by offering all Pupils the opportunity to voice their own opinions.

Section 2: Providing for SEN

The SEN Code of Practice (last updated April 2020) states that special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At Waterloo Lodge School we provide education for a diverse range of pupils with varying cognitive abilities and drive them to attain their potential. We cater for the areas above, in particular for Pupils who have social and communication difficulties and those associated with specific learning difficulties.

All our pupils have an Education Health and Care Plan (EHCP) which sets out the needs of the child, objectives and the provision that must be made. We view this document as a contract between the school, the child, their family and their local authority.

We are committed to meeting the needs set out in the EHCP and ensuring that these are paramount to the child's Pupil Passport . Any recommendations regarding changes to the EHCP are recorded at the annual review and passed to the Local Authority, who have ownership of this document.

A graduated approach to SEN support

The support provided consists of a four-part graduated approach of assess, plan, do and review.

- Initial assessments are carried out on admission to set a baseline. Pupils are reassessed annually.
 - Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from support assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN and additional intervention and support

cannot compensate for a lack of good quality teaching. Waterloo Lodge School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of autism and other SEN encountered at the school.

- Teaching staff collectively create Pupil Passports for each pupil and these short-term learning objectives are identified termly and reviewed termly. They are shared with parents/carers and annually in review meetings.

Section 3: Managing Pupil's Needs

Learning Environment

The school strives to provide a low arousal learning environment in the Birkacre, Chisnall and Astley classrooms for pupils who may have Autistic Spectrum Condition and possible associated sensory and mental health difficulties, which both offer full access to the curriculum. The wider school environment consists of traditional subject classrooms offering a wide and interesting curriculum with SEN-trained teachers across the school.

The school provides a wide range of specialist support through the therapy team in order to maximise the personal development of staff as well as pupils. We believe a positive and effective learning environment should bring growth to adults, young people and children.

The wider school environment consists of traditional subject classrooms offering a broad and interesting curriculum. A variety of alternative strategies are employed to develop language and communication skills, social and emotional skills, motor skills and flexible thinking skills. Literacy interventions aim to elevate pupils with below average reading and spelling ages to functional levels. Weekly phonics sessions fill the foundational gaps in learning that are so often identified in young people with EHC plans.

Waterloo Lodge School's curriculum extends to alternative provisions offering horticulture, performing arts, employability skills, building and construction and motor vehicle studies with the potential to invest in more options.

A sensitive allocation to teaching groups and careful modification of the curriculum, timetables and social arrangements ensures access for all. An awareness to provide appropriate materials, teaching aids and adapted accommodation is implemented where required.

The School has a duty under the SEN Code of Practice (Last updated April 2020) to ensure that less favourable treatment does not occur in the following areas:

- Curriculum
- Teaching and learning
- Timetabling
- Interaction with peers
- Assessment
- School behaviour management
- Exclusion/suspension procedures
- Preparation of pupils for their next phase of education

Curriculum Access

At Waterloo Lodge School ,all pupils have an entitlement to have their special educational needs fully met. All the pupils at Waterloo Lodge School receive a broad balanced and relevant education following the English KS3 and KS4 National Curriculum, in instances this may be modified to meet each pupil's individual needs. Every child and young person's contribution to our school is valued and the diversity of culture, religion and learning style is welcomed.

Waterloo Lodge School engages in ongoing curriculum development in order to better match pupils and the provision in order to raise achievement. While the National Curriculum emphasises inclusion, in some cases the national curriculum may not be the most appropriate route to maximising pupils' learning and achievement. It is then that disapplication of the National Curriculum may be considered. This is permitted for Pupils who have an EHCP and whose needs require a more tailored timetable.

At Waterloo Lodge School, the disapplication of subjects is agreed as part of the curriculum provision determined for the pupil. It should be discussed at the annual review and written into the EHCP. The disapplication of a subject should be reviewed annually in line with the annual review process and with the full knowledge of respective LA SEN Designated Officers (SENDOs).

Provision Maps and Pupil Passports

A provision map is an overview of student needs, and the targets, educational and therapeutic provisions put in place in order to meet those needs. This document informs the service we provide for pupils, and also provides key evidence around provision and progress for each student, for outside stakeholders such as parents and local authorities. The Pupil Passport is the part of the provision map which includes core targets, including outcomes and strategies which are

derived directly from the EHC plan.

All pupils have individual targets across core curriculum areas that show progress. Pupils are also set social and behavioural targets which are shared and agreed with parents and the pupils, through the Pupil Passport. Pupil passports are a person-centred overview of a student and are shown to staff who are working with the Pupils, to share important information and strategies from the student's Pupil Passport and EHCP. They are shared individually at briefings, are kept in a class folder to share with new staff and are updated termly. They include:

- Things you should know about me
- Strategies that have worked for staff
- Diagnosis, learning style and strategies
- Key objectives at a glance.

Monitoring Progress and Intervention

The Head Teacher and the Deputy Head at Waterloo Lodge School monitor progress termly through the collection of academic data. This data is also discussed in termly pupil progress meetings. Pupils who have not made good progress across terms are flagged at these meetings and tailored interventions are implemented.

Waterloo Lodge School also has a therapy referral process, whereby staff can refer Pupils with particular needs to the multidisciplinary team of therapists. This includes SaLT, OT and a Psychotherapist/Well Being Co-ordinator. The Mentor team are trained in therapeutic approaches and are guided by the therapy team and SENCo.

The SENCo audits the student's EHC plan to ensure that the provisions listed in the document match those provided at the school.

Supporting pupils at school with medical conditions

Waterloo Lodge School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Pupils at the school who have medical needs all have a Health Care Plan, which is updated annually or when a change occurs.

For further information about how Waterloo Lodge School supports pupils with medical conditions,

see the First Aid, Health and Safety and Medications Policy, on the Waterloo Lodge School website or contact the school office.

Section 4: Supporting Pupils and Families

Admissions

The admissions contact for Waterloo Lodge School is Loretta Muldoon who can be contacted at loretta.muldoon@ofgl.co.uk. Waterloo Lodge School is an inclusive environment, but applications and enquiries do not guarantee a place.

The application and acceptance forms issued to prospective parents and carers ask for specific information about the child. These and previous school records and reports should help to determine whether a child's needs can be met and a place offered.

The school takes account of the child's special educational needs, the admissions staff will discuss with the parents (and LA) the level of independence that exists and the support required. Where a disabled child can be admitted and access to the curriculum can be gained through making reasonable adjustments then the disability will not be a factor that denies the child a place in the school.

Waterloo Lodge School accepts pupils who are diagnosed with Asperger's Syndrome, autism, speech, language and social pragmatic difficulties, ADHD and Specific Learning Difficulties. We also offer places to pupils who have other complex learning needs. Suitability of the structure of school buildings and their limitations for each pupil has to be considered. This will be carried out in consultation with each pupil, parents, the local authority and appropriately qualified persons.

The school liaises with professionals and the Well Being Team to keep monitoring and assessment of individuals needs up to date. For some pupils who may need a re-assessment they will be referred to the relevant professionals.

Exams

The exams officer at Waterloo Lodge School is Andy McGoldrick and the SENCo oversees the procedure of access arrangements. All pupils are entitled to 25% additional time due to their EHC plan.

Waterloo Lodge School has a legal duty under the Equal Opportunities Act to anticipate the needs of disabled and SEN Pupils and to make all reasonable adjustments to meet their needs. Waterloo Lodge School also has a duty to promote equality of opportunity and to assess the impact of all of its activities on Pupils with SEND, including all aspects of teaching and assessment.

Pupils are assessed for required exam access arrangements at the start of Year 10. These are formally recognised by JCQ, and are implemented when exams are taking place. These access arrangements are also supported in lessons as they reflect a pupil's usual way of working.

Views of Parents

We believe that parents / carers have a vital role in supporting their children's education so that it is important that the views of parents / carers are considered and the wishes of the pupils are listened to throughout the pupils' placement at Waterloo Lodge School.

Communication is facilitated through at least weekly phone calls from Mentors, home visits when necessary, termly Pupil Passport meetings, annual review meetings with the SENCo and a Senior Leadership Team who welcome parent and carer input and feedback.

Parents and carers are expected to support strategies and practice with a heavy emphasis on partnership working is placed throughout the pupil's time at Waterloo Lodge School. There is a home school agreement to support this.

If in circumstances where there is any claim for unlawful discrimination (under SENDA) it must come from the parent not the child. In the first instance the complaint should be made to the school and follow the school's complaints policy (available at https://www.WATERLOO_LODGE_SCHOOL.org.uk/policies). However, parents have the right to refer a complaint to SENDIST within six months of the date on which they believe unlawful discrimination has taken place.

Annual Reviews

All EHCPs must be reviewed at least annually with the parents/carers, the pupil, the LA and the school. All professionals involved should be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved, the progress made towards the outcomes as stated in Section E of the EHCP, as well as on any difficulties that need to be resolved. The school will be responsible for the coordination of the annual review and disseminating relevant reports and information to be considered two weeks before the review. The school will complete the annual review report and include any relevant notes or information from the meeting and disseminate this to relevant parties within two weeks of the meeting. The LA is responsible for processing and publishing EHC plans.

Meeting Individual Needs

At Waterloo Lodge School we recognise that the needs of individual children are different and this demands flexibility of provision. To ensure that we are able to meet the needs of all pupils we aim to provide a creative and effective provision, by working in close consultation with parents, carers, teachers, social services and health. We now formally include a person-centred planning process to establish an education plan which outlines individual targets and takes account of an individual student's strengths, needs and interests.

Section 5: Monitoring and Evaluating the Success of the Provision

Waterloo Lodge School regularly and carefully monitors the success of the provision offered to pupils. Examples of external monitoring are Ofsted inspections and School Internal Reviews. The SENCo is responsible for ensuring that the provision required and set out on a young person's EHCP is provided at the school. We sample parent and student views each academic year and student council meetings take place every term to create a participatory ethos.

Evaluation gives us an active process of continual review and helps us understand what needs to improve so that we can set targets and implement staff training and intervention accordingly.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development, both onsite and offsite. Every Monday evening is set aside for staff training and CPD. We plan for staff training needs through the appraisal process, as well as through teaching observations and school audits. SLT takes this information and uses it to plan for weekly afternoon sessions. INSET days are also set aside for training.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo attends network meetings in order to keep up to date with local and national updates in SEND.

Section 6: Reviewing the Policy

Waterloo Lodge School will review the SEN policy annually. This is the responsibility of the SENCo and quality assured by the Head Teacher.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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