

# Glenwood Residential Special School

## Special Educational Needs Policy

**October 2021**

## Introduction

Schools must have a policy on Special Educational Needs Policy.

## Legislation and guidance

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 pupils with Special Educational Needs (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

## Definitions

A pupil has SEN if they have a learning difficulty or disability that 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.

As Glenwood School caters purely for children and young people who have special educational needs every policy and practice should support meeting the special educational needs of those who attend the school. Meeting the needs of learners who have special educational needs is the core purpose of the school and everyone's responsibility; consequently, the school does not specific named people or roles relating to SEN.

The following points are considered to be particularly important in ensuring the effectiveness of the school's provision.

- The management of resources to ensure all learners' needs are met to an equal degree
- Highly flexible approaches that take account of the strengths, needs, views and preferences of each young person.
- The school and parents/carers working in partnership to identify and meet individual needs
- Collaboration with all who should be involved including Health and Social Care Personnel

## **SEN information report**

- Our school currently provides for young people with a wide range of needs, it is designated as meeting the needs of children and young people who have severe or profound and multiple learning disabilities. This includes many young people who have autistic spectrum disorder. In addition to their overall difficulties, some young people will have accompanying special needs including medical, sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy.

### **Consulting and involving learners and parents/carers**

We work closely with parents/carers and other partners to ensure;

- Everyone has a shared understanding of the learner's areas of strengths and difficulties
- We take into account the concerns and priorities of parents/carers.
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

### **Assessing and reviewing learners' progress towards outcomes**

#### **Overview**

Within the near future everyone who attends Glenwood will have an Education Health and Care Plan (EHCP), the Local Authority is committed to refreshing these plans at the end of each Key Stage (end of year 2, 6, 9, 11 and 14) to make sure they are a live document and remain relevant to the young person. The EHC plan contains major outcomes that parents/carers, with others have agreed, are priorities.

We are collectively committed to working in partnership with parents/carers and where appropriate, the young person, to make sure we have frequent and regular times when we check priorities are the right ones and to share changes and progress in both school and home.

We will note changes in facts and views included in the EHC plan annually so we are ready at the end of every key stage to jointly agree changes the Local Authority will be asked to make to the Plan.

We will always respond to any changes or concerns from anyone of the partners in your young person's journey. The Glenwood pattern of collaboration with families includes regular Learning Conversations and reflections throughout the year. (Please see appendix for templates)

#### **Each term;**

- Class teachers will arrange to meet or talk with parents/carers to discuss both targets and progress and to make sure that the "big picture" is shared. We include a range of professional partners in ongoing dialogue.
- We will adapt if priorities have changed.
- At the end of the term a planned and structured phone call conversation should take place, so we can share information and make sure the "big picture" is talked about again and that we adapt if things have changed.
- This pattern will continue throughout a school year with the addition of/or replacement of a meeting with one that fits in with legal requirements, e.g. an annual review of yearly targets.

## The Glen

The primary purpose of the upcoming residential placement at Glenwood School is to provide an early intervention that brings about change in the young person's life at home by helping them learn new ways of sharing; spaces, attention, resources and control alongside the acquisition of new skills, all of which can be generalised in different settings. Throughout the residential experience we will provide a, safe, secure and happy environment which demonstrates respect, care and worth to everyone involved.

## **Supporting learners moving between phases and preparing for adulthood**

The overwhelming majority of young people who attend Glenwood stay at the school until the July of the academic year in which they reach the age of 19yrs. We work closely with all involved including Further Education Providers and Social Care to ensure the young people have a smooth transition to the next phase of their lives.

## **Our approach to teaching and the Curriculum**

We have a flexible and highly personalised approach to meeting the needs of the young people who attend Glenwood and use a range of strategies to promote progress and development. The needs, aptitudes and preferences of the young people influence the curriculum experiences we provide and whilst priority areas for development may remain the same, the context changes in order to recognise and promote increased maturity and autonomy.

From November a new curriculum structure led by 4 curriculum leaders will ensure that the curriculum thinking for all learners is in-depth and results in a vibrant offer that meets needs

The reason that Glenwood School exists is to make a transformational difference to the quality of life and future prospects of each individual young person. Every member of the Glenwood School community has a unique contribution to make to achieving that end.

In such a school, it is sensible to adopt the widest understanding of what the Glenwood Curriculum is. For this reason, when we talk about "the Glenwood Curriculum", we are describing "the totality of experiences a young person has as a result of the provision made by Glenwood School".

It follows that we need to take a holistic view of what we plan and do for each young person across the school and how we assess and evaluate the outcomes of this for them. It also follows that we need to think widely about how we resource the curriculum and teaching/learning so that we maximise the impact on the quality of life and future prospects of the young person.

Leaders of Learning and Curriculum Leaders I work together to ensure our curriculum delivers the very best present and future life; enabling the learner to play the biggest role possible in shaping their own contribution. It is essential that leaders work collaboratively to bring the curriculum worlds together in a seamless way to make sure the essential "whys" driving our curriculum intent are fully realised and that no learning opportunities are missed.

## **Additional support for learning**

The school welcomes all advice and support available from Health personnel including, specialist school nurse, physio and occupational therapists, a specialist resource for emotional wellbeing and mental health and specialists provided by the Local Authority such as specialist teachers or educational psychologists.

In addition to services provided by Health, the school buys in support from independent therapists or organisations, e.g. specialist music teaching, Music, speech and occupational therapists and the services of a holistic massage therapist.

Our therapies Hub plays an active role in ensuring all development work is appropriate, joined up and effective.

### **Expertise and training of staff**

The school has a strong record of supporting staff new to this phase of education in developing the skills and knowledge they require to make a valuable contribution to the work of the school.

### **Securing equipment and facilities**

The Local Authority funds the school with “top up” amounts contributed by the young person’s placing authority.

In addition, the school receives some financial donations from groups and local individuals to purchase additional equipment and resources.

### **Evaluating the effectiveness of SEN provision**

The effectiveness of our provision is evaluated by considering the views of parents/carers and other professionals and by considering the progress and wellbeing of each individual learner particularly through the annual review process.

### **Enabling learners to engage in available activities**

Not all activities and experiences would be positive or accessible for all learners. The school aims to provide variety and enrichment in different forms so all learners can take part and enjoy a range of experiences.

### **Support for improving emotional and social development**

We provide support for learners to improve their emotional and social development in the following ways:

- By promoting confidence and high levels of self-esteem by praise, celebration of effort and achievement, recognizing and articulating each individual’s worth and contribution
- By specific teaching and role modelling of social skills
- By helping young people to have ways of communicating and by taking account of what they tell us
- By working with others when specialist services are required.
- By promoting and demonstrating positive and supportive relationships and interactions
- By ensuring, as an “Essex Steps” school, that “Step on“ training which has a therapeutic basis is delivered to staff by our team of teachers

### **Working with other agencies**

The school welcomes involvement with all involved with individual learners and strives to achieve a “joined up approach”.

We also work hard to improve and develop current practice by liaising and influencing those who can bring about change.

### **Complaints**

In the event of any unresolved concerns, parents/cares are encouraged to follow the school’s Complaints Policy.

### **Contact details of support services for parents/carers of young people who attend the school.**

Known contact details are available from the school who will always do their best to help parents/carers identify appropriate sources of support. The Essex Local offer web site is a good source of information.

### **Contact details for raising concerns**

To raise any concerns please contact the school and ask to speak with the Headteacher or a member of the senior leadership team.

### **The local authority local offer**

Can be found at <http://www.essexlocaloffer.org.uk>

### **Monitoring arrangements**

The Headteacher will review this policy and information report every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **Links with other policies and documents**

Adopted October 2021

Learner Name

**Reflections: (Stepping outside of Glenwood)**

- How well is your young person's first term going?
- What new things have you noticed at home recently?
- What is going well/ what has been positive?
- What is difficult at home/beyond school?
- What do we need to work on to make a real difference?
- Is there anything about Glenwood you need explaining?
- Do you know the professionals who work with your young person in school?

**Summary of progress so far:**

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**Next steps:**

Ideas about targets.

What will make a difference and why is it important?

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How do we find out what the learner prefers/wants? What are they telling us at the moment?

Who is involved: (Services, teams, professionals, PAs, relatives, friend etc. – who is important in terms of moving forward/progress?)

Who <i>(please delete as required)</i>	Name and contact details (email/mobile)
Extended Family	
Close Friends	
PAs	
Respite Provider	
Social Worker	
Emotional Wellbeing and Mental Health Service (EWMHS)	
NHS Speech and Language Therapist	
Independent Speech and Language Therapist, eg Annabel Stephens	
Sensory OT	
Medical Consultants	
Physiotherapist	
Occupational Therapist	
Massage Therapy	
Relaxation Therapy	
Specialist Teacher for Children with Vision Impairments	
Specialist Teacher for Children with Hearing Impairments	
Club Together (Glenwood After School Club)	

Clubs/Activities (outside of school)	
Other:	

**Notes:** PLEASE MAKE FULL USE OF THIS SECTION to record next steps / questions or ideas to consider / discussion points

Actions/questions/ideas/discussion points	Who by?	When?



(New Learner Meeting Date)

**Targets in detail (new outcomes if appropriate)**

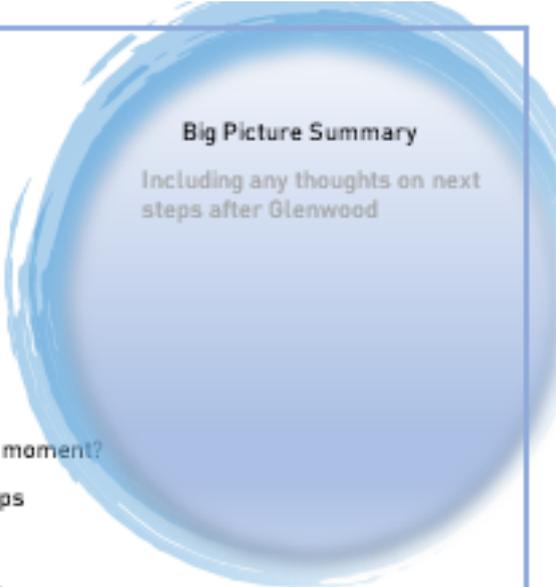


What did we learn <u>about...</u>
The learner's start at Glenwood?
How happy /confident parents/carers are feeling?
Anything new or unexpected?
the learning priorities explored with family and other professionals?
the strengths, preferences, potential or 'best ways of learning' shown by the learner?
How will this information impact on the curriculum planning for the learner?
What learning opportunities will we be seeking out?
Whose views/advice/ideas will we be seeking out?

<b>OUTCOME:</b>
DRAFT OUTCOME if relevant:
<b>TARGET 1:</b>
Examples of learning: What will progress look like?
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<b>TARGET 2:</b>
Examples of learning: What will progress look like?
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<b>TARGET 3:</b>
Examples of learning: What will progress look like?
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**Big Picture Summary**

Including any thoughts on next steps after Glenwood

**(Learner)**

**Reflections: (Stepping outside of Glenwood)**

- What is your young person's absolute priority at the moment?
- What are the priorities when thinking about next steps after Glenwood?
- What new things have you noticed at home recently?
- What is going well/ what has been positive?
- What is difficult at home/beyond school?
- What has become more important?
- What do we need to work on to make a real difference? Especially when we think of this young person as a leaver, and who do we need to work with?

**Summary of progress against outcomes:**

(why is this progress significant?)

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**Next steps:**

Ideas about next set of targets.

What will make a difference and why is it important?

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How do we find out what the learner prefers/wants? What are they telling us at the moment?

Who is involved: (Services, teams, professionals, PAs, relatives, friend etc. – who is important in terms of moving forward/progress?)



Who <i>(please delete as required)</i>	Name and contact details (email/mobile)
Extended Family	
Close Friends	
PAs	
Respite Provider	
Social Worker	
Glenwood School Transition Co-ordinator	Corinne Olley {Corinne.olley@glenwood.essex.sch.uk}
Preparing for Adulthood Advisor, Essex County Council	Andrea Marsh – Essex {andrea.marsh@essex.gov.uk}
Emotional Wellbeing and Mental Health Service (EWMHS)	
NHS Speech and Language Therapist	
Independent Speech and Language Therapist, eg Annabel Stephens	
Sensory OT	
Medical Consultants	
Physiotherapist	
Occupational Therapist	
Massage Therapy	
Relaxation Therapy	
Specialist Teacher for Children with Vision Impairments	

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Club Together (Glenwood After School Club)	
Clubs/Activities outside of School	
Other	



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Actions/questions/ideas/discussion points	Who by?	When?

**Future setting:** .....



(Learner) (Annual Review Date)  
**Combined with Leavers Meeting**  
**Targets in detail (new outcomes if appropriate)**

<p><b>What did we learn about the learning priorities explored with family and other professionals?</b></p> <p><u>Also</u> Specifically about any thought for the future or next steps after Glenwood</p>
<p><b>And the strengths, preferences, potential or 'best ways of learning' shown by the learner?</b></p> <p>Also consider the important information we might like to share with the next setting or provider (including levels of support, preferences, aspirations, coping strategies)</p>
<p><b>How will this information impact on the curriculum planning for the learner?</b></p> <p>Include any important progress the learner should be supported to make to be ready for the next setting</p>
<p><b>What learning opportunities will we be seeking out?</b></p> <p>This may include transition experiences</p>
<p><b>Whose views/advice/ideas will we be seeking out?</b></p> <p>This may include contact with future settings/providers</p>

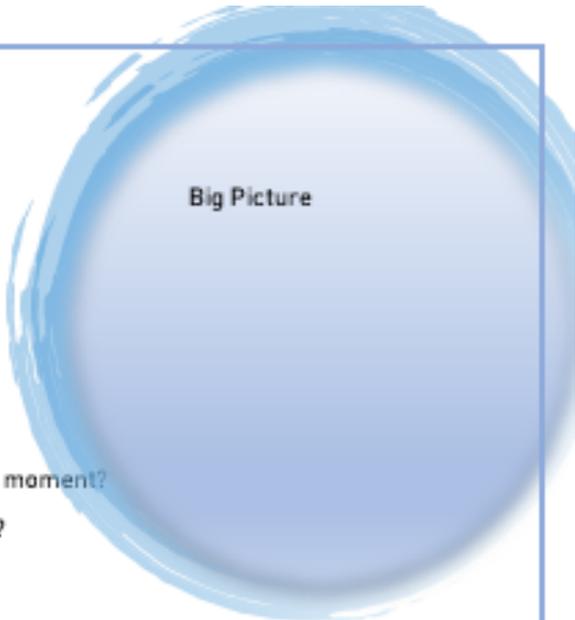
<p><b>OUTCOME:</b></p> <p>DRAFT OUTCOME if relevant:</p> <p><b>TARGET 1:</b></p> <p>Examples of learning: What will progress look like?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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<p><b>TARGET 2:</b></p> <p>Examples of learning: What will progress look like?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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TARGET 3:
Examples of learning: What will progress look like?
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(NAME)

**Reflections: (Stepping outside of Glenwood)**

- What is your young person's absolute priority at the moment?
- What new things have you noticed at home recently?
- What is going well/ what has been positive?
- What is difficult at home/beyond school?
- What has become more important?
- What do we need to work on to make a real difference?
- Is there any aspect of our work that you would like to know more about (including therapies)?

**Summary of progress against outcomes:**

(why is this progress significant?)

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**Next steps:**

Ideas about next set of targets.

What will make a difference and why is it important?

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How do we find out what the learner prefers/wants? What are they telling us at the moment?

Who is involved: (Services, teams, professionals, PAs, relatives, friend etc. – who is important in terms of moving forward/progress?)

Who	Name and contact details (email/mobile)
<i>(please delete as required)</i>	
Extended Family	
Close Friends	
PAs	
Respite Provider	
Social Worker	
Glenwood School Transition Co-ordinator	Corinne Olley (Corinne.olley@glenwood.essex.sch.uk)
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Other	

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Actions/questions/ideas/discussion points	Who by?	When?



(Learner) (Annual Review Date)

**Targets in detail (new outcomes if appropriate)**

What did we learn <u>about...</u>
the learning priorities explored with family and other professionals?
the strengths, preferences, potential or 'best ways of learning' shown by the learner?
How will this information impact on the curriculum planning for the learner?
What learning opportunities will we be seeking out?
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<b>OUTCOME:</b>
DRAFT OUTCOME if relevant:
<b>TARGET 1:</b>
Examples of learning: What will progress look like?
•
•
•





