

EASTWOOD GRANGE SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
LOCAL PROCEDURE



Eastwood Grange Vision Statement:

“Building resilience and skills in our young people for an independent, fulfilled life beyond education”

Overview

Eastwood Grange School is an independent, special day school for up to 50 boys and girls aged 5-18 years. The students exhibit a variety of severe and complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our students have breakdowns in a number of educational settings and been failed by the level of support for their needs prior to their time at Eastwood Grange School. They arrive very disengaged with education and life after having experienced many crises and trauma.

Related Policies	Eastwood Grange School SEN Information Report
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Reviewed: June 2024
Review date: June 2025
Author: Stuart Lees (Head Teacher)

Local Procedure Title	Special Educational Needs and Disability
Site	Eastwood Grange School
ECS Policy number and title	ECS 33 Special Educational Needs and Disability
Local Procedure template reference	ECS LP 33
Local Procedure date	June 2019
Local Procedure review date	June 2025
Local Procedure Author(s)	
Local Procedure Ratification	Checked and approved by: Stuart Lees, Head Teacher

1. Introduction
The rationale and overall objectives of the procedure (1.1); the four broad areas of need (1.2); Arrangements for reviewing the procedure (1.4). Changes made to cohort after Oftsed Material change agreed
2. Processes
Arrangements for review meetings, including annual reviews
3. Resources
Interventions that are provided to enable pupils to achieve their potential
4. Training
How the school leadership team will ensure staff are aware of and adhere to the procedures stated aims; Systems and processes within the school and the training for staff
5. Partnerships and Multi-agency Links
6. Maintaining Placement Stability
7. Access to Therapeutic Support
Interventions that are provided to enable pupils to achieve their potential
Appendix A: Therapy team flowchart and roles

1 INTRODUCTION

- 1.1 Eastwood Grange School is part of the Priory Education Services schools and is a specialist educational setting where the children and young people attending are almost always in possession of a transitional SEN Statement or a statutory Education, Health and Care Plan which has been agreed by families and all agencies involved.

The SEN Code of Practice (2013) states that Education, Health and Care Plans/ Statement of Educational Needs are integrated support plans for children and young people with SEN from 0 to 25 years of age. They are focussed on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living

Eastwood Grange School is committed to working in partnership with education, health and care professionals to enable students to achieve their academic potential and successful transition into adulthood.

- 1.2 Eastwood Grange School makes provision for a broad range of special educational needs across the school setting, based on a needs-led assessment. These include learning difficulties (including Autistic Spectrum Conditions); behavioural, emotional and social difficulties; communication and language difficulties. Our students often have compounding complex needs and these can include additional needs such as sensory impairment or mental health needs. Eastwood Grange School currently makes provision for students in the age range 5 -19.

- 1.3 Eastwood Grange School believes that:

- (a) All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests
- (b) The learning opportunities and experiences provided for students should allow them to be successful in achieving understanding and skills
- (c) All students have a right to access a suitable programme of learning
- (d) The views of students about their education and the views of parents/carers about the education their children receive should be sought and taken into account
- (e) Each student has the right to be valued for their culture, religion and their different style of learning
- (f) All students should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences

- 1.4 To enable all our students to achieve, Eastwood Grange School recognises the need to:

- (a) Provide the highest standard of teaching and learning
- (b) Promote an inclusive curriculum and learning environment for all students
- (c) Value and support all students as individuals and treat them with courtesy, dignity and respect, celebrating their achievement
- (d) Create a calm, planned, safe, purposeful working environment
- (e) Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found
- (f) Value the voice and views of all students, parents and carers, staff and other professionals attached to the school
- (g) Review the effectiveness of this procedure on an ongoing and annual bases in light of its impact on provision – this will be done with the senior leadership team meetings and through governance

2 PROCESSES

- 2.1 Eastwood Grange School will maintain an overview of the annual review process and will ensure, through consultation with local authorities and parents/carers, that students' needs, as outlined in their Education, Health and Care Plan (EHCP), are met.

- 2.2 Staff will ensure that any changes that need to be made to the EHCP will be notified to the relevant LA to enable them to make the alterations and seek the views of other professionals involved in the health, care and education of the student.
- 2.3 At key points of transition, before a young person is due to leave formal education or move to training or employment, schools will ensure that a Transition Planning Review takes place, and that all the relevant professionals are invited (Careers, Children's Services, Adult Transition Social Worker) to advise the student and parents/carers about post-16 or post -19 opportunities in the county and beyond.
- 2.4 Students admitted to the school will be assessed within a reasonable time frame and educational advice following this assessment will be shared with the local authority and parents/carers.
- 2.5 An Individual Education Plan (IEP) setting out how the objectives in the statement will be met through short term SMART targets, will be devised in consultation with parents/carers (if they are actively involved in their child's education or with the relevant authority/professional if they are not). These will be reviewed regularly (half termly and sooner if necessary) and revised termly.
- 2.6 Eastwood Grange School will ensure that a student's educational needs set out in the EHCP are addressed through learning programmes that focus specifically on the IEP targets.

3 RESOURCES

- 3.1 All students will be allocated the resources they need to support their learning to include equipment, staffing and learning environment.
- 3.2 Resources will be matched to students' needs and their suitability will be reviewed annually through the annual review process or as required.
- 3.3 Curriculum subject resources will enable all students to effectively access the curriculum. The school will ensure that all students have equal access to the curriculum and will ensure that specialist facilities, equipment and links with outside agencies are used effectively to promote learning.

4 TRAINING

Eastwood Grange School will work to develop new expertise reinforcing existing knowledge and skills. School Principals will contact Learning and Development for information about the availability of training for staff, which can be accessed through a variety of ways including:

- (a) By attending external courses which have been identified as a training need through performance management or professional development systems.
- (b) By attending school-based courses and training days which address the priorities identified in the School Improvement Plan (minimum of 5 INSET days per year)
- (c) By teachers from within the school and consultants from other schools, taking the role of mentors, coaches and leading teachers
- (d) Robust targets to improve performance, which are set as a result of school monitoring systems.
- (e) Foundations for Growth e-learning modules.

5 PARTNERSHIPS AND MULTI-AGENCY LINKS

- 5.1 Eastwood Grange School are committed to working in close partnership with parents/carers, other professionals involved in the education, health and care of students, other special and mainstream schools and the community. Local authorities have a duty to support all vulnerable young people aged up to 25 years who have an Education, Health and Care Plan to participate in education, employment and training. Eastwood Grange School will work closely with the relevant local authorities and professionals to support them in fulfilling this duty.
- 5.2 Eastwood Grange School have clear principals and guidelines for working with other professionals involved in the education and care of students. We are proactive with our contact and ensure that appropriate levels of professional challenge and support are in place to ensure that the needs of the child and possible transitions are effectively raised within the network of professionals around the child.
- 5.3 Eastwood Grange School will work in line with the requirements and guidance set out in DFES document Code of Practice on the Identification and Assessment of Special Educational Needs (2015) and the DfES Special Educational Needs and Disabilities Code of Practice (2015)

6 MAINTAINING PLACEMENT STABILITY

- 6.1 Eastwood Grange School believes that children should be educated within an environment matched to an individual's needs. Eastwood Grange School recognises the needs for a system which can identify when the provision is no longer appropriate for a particular individual and will seek to support a planned transition to an appropriate provision.
- 6.2 When this occurs the school will arrange a review to agree strategies which extend beyond the general day-to-day practice offered by the school. Staff may be temporarily redeployed to support a student whose needs are recognised as requiring additional input. Close collaboration with parents/carers and the local authority will be sought to determine whether the special measures identified and implemented are effective.
- 6.3 Eastwood Grange School recognise that, for some children, their special educational needs may become beyond our regular level and style of intervention and the school setting may not continue to remain appropriate and this would be discussed with the relevant professionals and parents/carers in the child/young person's life.

7 ACCESS TO THERAPEUTIC SUPPORT

The School employs a range of therapists:

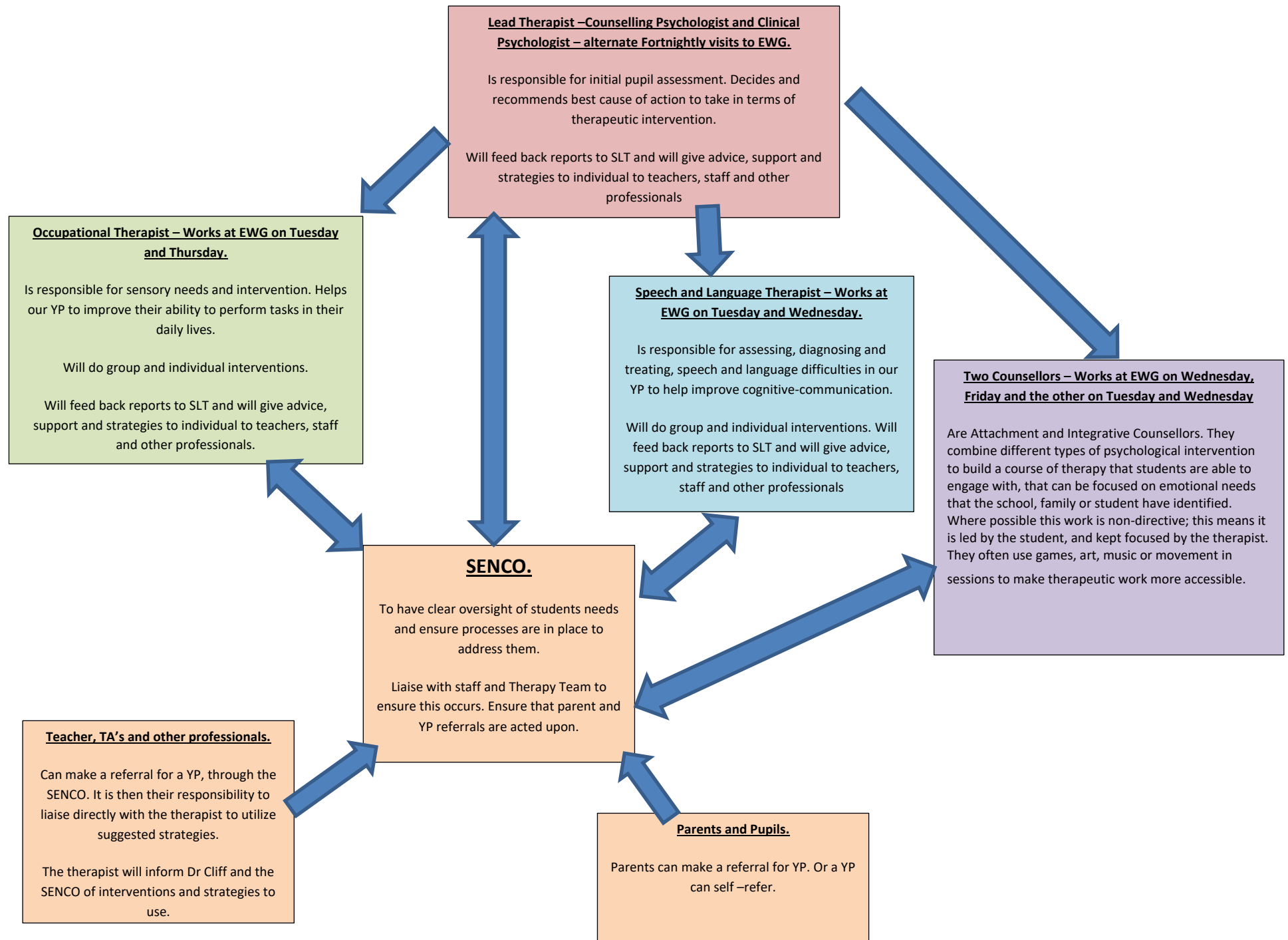
- Two Psychologists – Are responsible for initial pupil assessment. Decide and recommend best cause of action to take in terms of therapeutic intervention. Will feed back reports to SLT and will give advice, support and strategies to individual to teachers, staff and other professionals.
- A Speech and Language Therapist - Is responsible for assessing, diagnosing and treating, speech and language difficulties in our YP to help improve cognitive-communication. Will do group and individual interventions. Will feed back reports to SLT and will give advice, support and strategies to individual to teachers, staff and other professionals
- An Occupational Therapist – Is responsible for sensory needs and intervention. Helps our YP to improve their ability to perform tasks in their daily lives. Will do group and individual interventions. Will feed back reports to SLT and will give advice, support and strategies to individual to teachers, staff and other professionals.
- Counsellors – They combine different types of psychological intervention to build a course of therapy that students are able to engage with, that can be focused on emotional needs that the

school, family or student have identified. Where possible this work is non-directive; this means it is led by the student, and kept focused by the therapist. They often use games, art, music or movement in sessions to make therapeutic work more accessible.

- The Schools SENCO - To have clear oversight of students needs and ensure processes are in place to address them. Liaise with staff and Therapy Team to ensure this occurs. Ensure that parent and YP referrals are acted upon. He is also responsible for ensuring SDQ data is done in and data provided to therapists and teaching staff.
- All staff can make a referral for a YP, through the SENCO. It is then their responsibility to liaise directly with the therapist to utilize suggested strategies. The therapist will inform the Lead Psychologist, the SENCO and staff involved with the young person of interventions and strategies to use and will liaise directly with the staff team.
- Professionals, Teachers or parents and carers can refer a pupil for therapy. Alternatively, a child can self-refer. The work of this team allows us to diagnose any special educational needs that had not previously been identified and to also aid progress towards the targets outlined in the pupils EHC plan.

(Job descriptions also included in flow chart below)

Appendix A: Therapy team flowchart and roles



Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
3/4/2019	Eric Knutsen, Head Teacher	Added local procedure, reviewed the current therapy team names, ensured coverage of suggested areas from Central Services, statement about the school amended in light of the material change.
16.3.20	Stuart Lees	Reviewed Procedure – updated flow chart to reflect new roles and removed names so that procedure doesn't age before time, if a therapist leaves
26.06.23	Stuart Lees	Reviewed – no change