

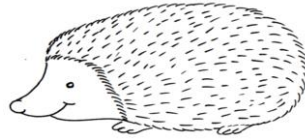


HEDGEWOOD SCHOOL

# SEN Policy

2021-2022

September 2020



## **SEND POLICY**

### **Introduction**

Hedgewood is a Special Primary School maintained by the London Borough of Hillingdon. We achieved Advanced National Autistic Society (NAS) accreditation in July 2021. Hedgewood is also the Autism Education Trust(AET) Hub for Hillingdon.

Our pupils, aged 4-11yrs, most with a diagnosis of Autism Spectrum Condition (ASC) and learning difficulties. All pupils have an Educational Health and Care Plan. Many pupils also are also further challenged by other issues such as speech, language/communication, ADHD, fine/gross motor skills, SEMH, SpLD, physical disabilities and visual/auditory impairment.

### **Aims & Objectives**

Our provision is designed to offset difficulties with:

- Social Communication
- Social Interaction
- Restricted and repetitive patterns of behaviour.
- Sensory sensitivities

The governors, through the School Improvement Plan (SIP), support our efforts to both extend engagement with the curriculum and improve the physical environment of school so as to create more learning and social/play and independence opportunities.

### **Admissions**

Pupils are referred to the school following a professional assessment arranged through Hillingdon Local Authority. All our pupils have an Education, Health and Care Plan (EHCP). Each EHCP identifies the specific needs of the pupil and the provision to meet those needs. Any emerging needs would be raised with parent/carers and at the Annual Review meeting.

Currently, all admissions to the school are arranged through the Special Educational Needs Team at the Civic Centre, Uxbridge in conjunction with the school.

### **Special Education Needs Team**

Social Care 4E/05  
London Borough of Hillingdon

For more information, see our Admissions policy on the website.

## **SECTION 1**

### **Support for Learners.**

The four areas of Special Educational Needs and Disabilities (SEND), which are allocated as primary need (DfE) are as follows:

- 1. Communication and interaction
- 2. Cognition and Learning
- 3. Social, emotional and mental health
- 4. Sensory or Physical

Across the school, pupil support is tailored to meet needs through focused, ASC specific training of the staff team, utilising environmental autism friendly structures in a low arousal context. Enhancing staff ASC skill, knowledge and understanding is an important focus of the school's CPD programme, key elements of which are set out below. Our aim is to quality assure our ASC practice.

- AET Complex Autism
- Studio 111 (Low arousal approach to behaviour)
- Positive Behaviour Support (PBS) through Hedgewood ABC (PTR Model)
- Sensory Integration (SI) and Sensory Programmes
- EFL (Essentials for Living)
- Sign – Along (signing and symbols)
- Intensive Interaction
- Zones of Regulation
- Attention Autism
- PCS (Picture Communication Systems) or SVN Communication (Subject, Verb, Noun)
- Augmentative and Alternative Communication (AAC)
- Planned introduction to the CONNECT curriculum
- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)
- Adapted Curriculum Pathways

Each pupil has a Personal Curriculum Plans (PCP) which is reviewed three times across the year. The PCP outline pupils current educational and personal targets.

PCPs are supplemented, as needed, by the following:

- a detailed pupil profile plan
- an individual support plan (ISP),
- A hedgewood ABC plan (proactive and reactive strategies to positively support behaviour)
- a medical/health care plan
- a personal risk assessment
- a therapy plan

Staff have detailed awareness of the particular needs of their pupils, which, along with training and good family relationships, ensures that we have a good context for

progress . Emphasis is on ensuring an understanding of individual needs and identifying implementation strategies to support them, both within the classroom and at home. A careful identification of the most appropriate curriculum pathway supports this. Staffing is also allocated for safety and learning. The creation and adjustment of timetables and social arrangements and the provision of appropriate materials and teaching aids along with the adapted accommodation allows for a fuller access to learning.

At Hedgewood, the quality of staff pupil relationships, along with the structure provided by stability, predictability and security which is essential for many of our pupils These are crucial precursors to ensuring they are ready and able to learn. The way in which their day is structured and organised, depends on their individual needs but is achieved through; timetabling, rewards, exercise, schedules, reflection, curriculum support, intervention, therapeutic input and co working with eg CAMHS LD and Social Care.

Movement, sensory and learning breaks are available as necessary throughout the school day. We promote exercise as a key feature in enhancing attention and concentration, and the clear benefits to health and well-being. Our Outdoor Learning Programme is in constant development

Transition times are always an essential part of our planning. We explicitly teach all our pupils how to manage these times and how to prepare for changes including both planned and unplanned changes as well as welcome and less welcome changes.

Transitions into school, within school and beyond school are identified within our Transitions Policy.

### **Communication**

Communication underpins all learning and hence is considered a key area of development for all pupils. The school uses a 'Total Communication Approach' using signing, symbols, photographs, high and low tech communication aids and objects of reference as appropriate to individual pupil's needs to provide clear communication.

Pupils will be supported to understand and use all appropriate forms of communication to ensure their needs, wants and opinions are communicated and understood, and their well-being is therefore enhanced. Opportunities will be planned for development of social communication skills and social understanding. This will be achieved through adult modelling and mirroring, individual pupil communication targets devised through a multi-disciplinary approach to include Speech and Language therapy and our communication friendly environment in supporting pupils with ASC in the classroom.

Staff at Hedgewood are expected to be 'active listeners', sensitively attuned to understanding the communication of young people with autism. This is a commitment to enabling increased appropriate communication through each individual pupil's preferred means of communication. Early identification of a child's preferred method of communication is key to determining appropriate access to learning opportunities.

### **Developing communication through identifying Alternative Methods of Speaking (AMS), for children who are preverbal or emerging verbal.**

Each child has their own method of speaking/communicating that is appropriate to them. A preferred method of speaking could be picture communication systems, communication belts, communication books, signing or electronic communication systems such as Proloquo2go. When an identified method of speaking encourages and helps children who are becoming verbal and provides a means of communication

for pupils who do not become verbal. This reduces incipient frustration and helps with emotional well-being.

Communication assessments are completed with support from the Speech and Language Therapy team and are identified within each pupil's pupil profile which forms part of the PCP. Alternative methods of speaking are evaluated on a three monthly cycle to review effectiveness and appropriateness to the individual. The aim is always to increase expressive language and support receptive language.

AMS needs are identified as follows:

- **No-tech** communication (or "unaided communication") may include; body language, gestures, pointing, eye pointing, facial expressions, vocalisations, signing, idiosyncratic signing.
- **Low-tech** communication systems (or "aided communication") may include: pen and paper to write messages or draw; alphabet and word boards; communication charts or books with pictures, photos and symbols; objects of reference.
- **High-tech** communication systems (or "aided communication") may include; simple buttons or pages that speak when touched, to very sophisticated systems. Some high-tech communication systems are based on familiar equipment such as mobile devices, tablets and laptops, others use equipment specially designed to support communication.

## **Literacy and numeracy provision**

Our delivery takes the form of a multi-sensory approach which meets the needs of those relatively few of our pupils who also are diagnosed with Dyslexia, Dyspraxia or Dyscalculia (SpLD).

These pupils are presented with a broad, balanced and relevant curriculum which is differentiated by presentation, pace, level and outcome to meet their individual needs including differentiated materials.

We recognise that good progress in literacy and numeracy is linked to structured, systematic teaching programmes that occur regularly and frequently, and often involve a multi-sensory approach. These may be delivered individually or within small groups with a teacher led focus on access to the curriculum.

For example, literacy interventions support pupils to develop decoding strategies for reading, phonological awareness, sight words, comprehension and extended writing skills.

Pupils have access to a range of software programmes to enhance their learning. Some pupils are supported to learn keyboard touch typing, spelling, reading, planning and presentation skills.

Numeracy support focuses on specific difficulties with mathematical problems, recall of number facts, sequencing and 'worded' mathematical problems. The use of software programmes supports pupil learning.

Specialist teaching is linked with core curriculum class work. Learning support is provided variously according to assessed need, on a one to one basis, in small groups or within the general classroom.

All pupils are assessed on entry to the school and from this the curriculum pathway is chosen along with appropriate interventions/ programmes.

## **ICT to enhance learning**

Pupils with autism are often comfortable using technology and therefore we build on this natural motivation whilst remaining mindful of over – reliance

Technology as an integrated part of our daily curriculum delivery. When thinking about the use of technology we do not see this exclusively as computing. We aim to teach our pupils how to access and become familiar with a range of technologies that support not only their academic learning, but also enhance their independence. For example, using digital cameras, recording and sound devices, electrical equipment around the home (washing machines, tumble dryers, microwaves), digital calculators, mobile phones, ticket machines in train stations and so forth.

In a more traditional sense, we improve learning through the use of Interactive Whiteboards within classrooms and access to a range of devices such as computers, iPads and handheld devices to enhance and reinforce learning. The internet is a powerful learning tool and using this appropriately and safely features as an integral part of learning.

Homework and collaborative working is facilitated through the SEESAW Learning platform and educational apps such as Reading Eggs, Maths Seeds & Lexia . Any augmentative and additional communication aids (AAC), Proloquo2go or IT equipment that individual may need to facilitate their learning is assessed on joining the school such

## **Essential 8 (E8) skills development:**

The Essentials for Living (EfL), Essential 8 skills assessment is a baseline assessment for every pupil.

The Essential 8 skills are:

- 1 Making requests;
- 2 Waiting;
- 3 Accepting removals;
- 4 making transitions;
- 5 sharing and turn taking;
- 6 Completing ten consecutive, brief previously acquired tasks;
- 7 Accepting 'no';
- 8 Following directions related to health and safety; Completing daily living skills related to health and safety; Tolerating situations related to health and safety.

Research shows\* that pupils who do not have E8 skills are more at risk of developing significant challenging behaviours with consequent reduced life opportunities.

\*Dr Heather Armstrong- Clinical Psychologist, & Warwick University.

## **Provision for G&T, EAL and LAC**

If a pupil demonstrates a particular aptitude within an area of learning, this is identified within their PCP pupil progress meeting. We are able to extend the learning for G&T primary children using our specialist teachers. For pupils who have English as an additional language there are various routes available to support their language development.

For Looked After Children we adopt a multi-professional approach to ensure the pupil are supported across the school day and beyond. Our Family Support Service ensures that all LAC pupils, have a detailed plan in place to support their placement. The school works closely with the Local Authority and the services employed to ensure appropriate and consistent support.

## **Resource Allocation**

Resources are allocated to pupils according to their assessed need. Staffing is allocated to classes flexibly with some individual pupils receiving more support than others. Pupils have individualised equipment that will enable them to access the curriculum and social environment of the school.

## **Provision mapping**

Paragraph 6.76 of the Special Educational Needs and Disability (SEND) Code of Practice supports provision maps as an efficient way of showing the provision the school makes which is additional to and different from that which is offered through the school's curriculum. They provide

- An overview of the programmes and interventions used with different groups of pupils
- A basis for monitoring the levels of intervention

Through effective provision mapping of interventions and services offered to our pupils we are able to accurately assess the impact each of the initiatives has on the individual's progress. This enables us to tailor them in ways that are meaningful and successful to the learning.

Provision mapping is used to ensure the outcomes within pupil's EHCP are being met effectively and help us to measure their impact as part of the EHCP review process.

## **SECTION 2**

### **Specialist Support**

The school has its own extensive multi-disciplinary team. This is made up of:

- Speech & Language Therapist
- Occupational Therapist
- Therapy assistants for SaLT and OT
- Mental Health First Aiders
- Positive Behaviour Support Lead
- Behaviour Technician
- Intensive Pupil Support Team

Therapy is integrated throughout the school day. We are able to provide high quality training to staff in current approaches and offer support to ensure the successful implementation of programmes.

### **Occupational therapy**

A variety of occupational therapy(OT) approaches are used to promote both the foundation of or the continued development of essential life skills. Occupational Therapy supports a range of challenges such as developmental disabilities, autism (DSM-5 recognises sensory difficulties as a feature of autism), ADHD, sensory processing issues, dysgraphia & OCD.

Assessments create a profile of pupil's strengths and difficulties. Individual targets are set that form part of their personal programme in class.

These targets may include:

## **Individual Occupational Therapy**

This addresses specific motor coordination, sensory, and emotional difficulties as they relate to self-regulation, executive functioning, fine motor skills, and visual motor skills for a smaller group of pupils to support learning.

## **Group therapy / Relaxation sessions / Intradisciplinary therapy**

These target specific sensory, social and coordination areas.

Selected pupils identified for support and development may need assistance in following areas:

- Regulation of emotions and attention
- Modulation of anxiety
- Fine motor skills and perceptual skills (to write, type and and manipulate using hands)
- Gross motor skills (running, jumping, kicking, throwing)
- Motor planning ability (to arrive at a point at the same time as a football in order to kick it, to sense how hard to press when writing, to move food around in their mouth to chew and eat neatly)
- Support with eating
- The ability to move across the midline with eyes, arms and legs to enable reading, writing and physical activity)
- Improving sensory processing and filtering
- Developing age appropriate social skills
- Strengthen trunk stability

## **Speech and language therapy**

Young people with autism have a difficulty with language and communication skills, including social communication. This is recognised within the DSM-5 diagnosis. The role of a speech and language therapist is to promote the speech, language and communication development of our pupils, ensuring that each pupil achieves their full communicative potential by contributing to and supporting class based learning. As the ability to use language and communicate with others differs from individual to individual, so there is an emphasis on ensuring effective individual communication systems. Effective communication facilitates progress, at school, at home and in the community.

A speech, language and communication profile is created through informal and formal assessments, these identify strengths and needs of each pupil.

Programmes are written to address areas of difficulty such as;

- Understanding of language
- Expression of language
- Grammar
- Semantics
- Higher-level language skills such as sequencing and word finding
- Attention and listening skills
- Auditory short-term memory
- Play skills
- Social use of language
- Speech



The speech and language therapists work alongside classroom staff to provide targeted advice and support integrated into the classroom. Progress and targets are regularly reviewed and new targets incorporated into PCPs.

Autism-specific strategies are used consistently to promote opportunities for developing communication. Most visual and transactional support have independence and emotional regulation as key aims.

### **Social, Emotional and Mental health**

This is a key area of on-going investment for the school as evidenced by our Mental Health First Aider training, the support for training both a school based counsellor and a school based Behaviour Analyst, the expansion of our Family Services team, the intensive weekend and Holiday support programmes, the Catch –Up clubs which feature amongst other MH initiatives. We are making this investment because we recognise the truth of the NAS MH detail below which is supported by the W.H.O. because LA local support services seem to be shrinking, because the pandemic has stretched many of our families who were already under pressure and because we believe it is the course of action with the most integrity.

***The National Autistic Society states “Even though mental illness can be more common for people with autism than in the general population, the mental health of people on the spectrum is often overlooked.”***

Mental health issues frequently affecting ASC individuals are:

- **Anxiety disorders** - common amongst people with autism. Approximately 40% will suffer from one anxiety disorder at any time, compared with up to 15% in the general population. Depression of one form or another, can often be linked with this.
- **Obsessive Compulsive Disorder**

OCD can be both distressing and exhausting [ obsessions ie. the thoughts and compulsions ie the behaviours], and can get in the way of everyday life for the person and impact adversely on their families. OCD can be overlooked in people with autism, as it may be mistaken for repetitive behaviour.

**Hedgewood School has adopted the principles of Positive Behaviour Support that seeks to discover the function or communicative intent behind behaviours.**

We utilise the STUDIO 3 approach which is a non-aversive approach to challenging behaviour where the focus is on identifying factors which affect behaviour and managing change over time.

The principles of positive reward and the teaching of new skills including communication, are key to managing this change. It emphasises community presence, choice participation and a person – centred approach to managing behaviours.

For many pupils with an autistic spectrum disorder, seemingly incidental environmental factors will greatly increase stress levels, potentially leading to challenging behaviour and reducing their opportunity for learning. Response to these challenges for pupils is part of our use of NAS SPELL approach and a key motivator to identifying the appropriate curriculum pathway according to pupils needs.

For some pupils an Individual Support Plan (ISP) is necessary to assist in the management of anxiety and related behaviours. This is shared with parents, staff and

appropriate professionals involved with the provision of services to the young person with autism.

Targeted support for pupils faced with the most challenges comes through the Essentials for Living curriculum and the Intensive Pupil Support Team working in all three curriculum pathways. This team works closely with local support services such as CAMHS LD, Social Care HACS and Community Connect.

Appropriate packages of support are implemented for pupils. Often, provision (eg respite) will be within the school setting to ensure a consistent approach.

Social Communication and Emotional Regulation form part of our planning and every pupil, as needed, has targets identified on their PCP. Additional intervention groups such as social skills and clubs are operated as needed.

We have utilised the CONNECT PSHE and Wellbeing curriculum to support children to engage in the six Wellbeing behaviours. The termly themes are derived from the psychological wellbeing literature, and specifically the work of Dr Geetanjali Basarkod.

[Dr Basarkod's PhD thesis](#) expanded on the work of the [New Economics Foundation](#) by empirically showed that psychologically healthy people tend to engage in **6 behaviours**. Our curriculum is anchored in these six behaviours

- I. Connecting with others namely;
- II. Challenging oneself ;
- III. Giving to others;
- IV. Exercising;
- V. Embracing the moment
- VI. Self-care

Through termly topics focused on the healthy wellbeing habits the curriculum aims to build the four core **DNA-V** skills.

**Discoverer** skills are about learning to explore the environment in a fun and open way.

**Noticer** skills are about contacting and labelling experiences in the present moment.

**Advisor** skill are about weighing up the reasons for and against pursuing a particular course of action.

**Values** skill is about identifying the qualities we want to reflect in our behaviour. The skills tend to be impacted by thoughts about ourselves and others. Our CONNECT PSHE curriculum aims to support pupils to adopt a more flexible view of these concepts.

**We are also in the process of investing in a Quality of Life (QoL) framework to support the social and emotional needs of pupils and their families.**

## **SECTION 3 APPROACHES**

### **A graduated approach to SEN support**

The needs of the individual pupil are provided for through initial assessment, based on the prioritised, long-term goals identified on the EHCP. Each pupil has a Personal Curriculum Plan (PCP) with targets derived from the EHCP (see section 1), which is reviewed termly.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including accessing support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to our learner's SEN. Hedgewood 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.

### **Learning Environment**

The school strives to provide an autism friendly, total communication environment.

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 as required. We are preparing pupils for their next stage in education and adult life.

### **Facilities and Access**

The school is fully accessible. All building improvements and our recent building expansion are fully compliant with the Disability Discrimination Act.

The school has a range of on-site facilities to provide challenge, engagement, fun and interaction.

- Outdoor learning and play areas Inc. swings, trim track, playground
- OT sensory swing area
- Specialised Equipment in the Occupational Therapy Room;
- Specialised technology room (in development)
- Library
- Food Technology Room (in development )

### **Access to a balanced and broad- based curriculum (including the National Curriculum)**

Hedgewood aims to maximise the extent to which pupils can participate in the curriculum. This covers teaching and learning and the wider curriculum such as participation in after school clubs holiday clubs, study clubs, leisure, sporting, cultural activities and educational visits. variety of approaches

We aim to draw upon the different strengths and aptitudes of pupils when planning and delivering the curriculum. This could be using flexible grouping arrangements where pupils with autism can work with their peers, and encouraging peer support.

Pupils follow one of our three curriculum pathways to connect with the most relevant, appropriate and balanced provision according to pupil need. The curriculum pathway identification notes the developmental level, communication intent and ability, the capacity to tolerate essential life skills, the degree of independence and academic ability. Each curriculum pathways take a holistic view of education, with well-being and positive mental health as key outcomes.

The three curriculum pathways at Hedgewood are as follows:

1. Essentials for Living (EFL)
2. Foundations for Life (F4L)
3. Core Curriculum (CC)

All pupils have access to a broad and balanced curriculum including the National Curriculum, adapted as necessary to reflect their individual learning needs. There is also an emphasis on developing independence, social interaction, social understanding, social communication and emotional wellbeing throughout the school day and through extended school opportunities.

Please see the Teaching and Learning Policy and Whole School Curriculum Policy

Hedgewood School staff are skilled and have considerable expertise working with pupils with autism and learning difficulties. We work with families to 'include' children in the community. We have a longstanding commitment to supporting mainstream schools. When required we can be called upon to share best practice and support our mainstream school colleagues particularly through outreach and our AET Training Hub. We are also actively setting up an AET delivery arrangement with the LA Inclusion Team

## **Target Setting**

At Hedgewood we believe that all pupils can learn and should have access to a broad, balanced and relevant curriculum, designed to meet their individual needs, which enables them to be included successfully in a learning process leading to educational progress and the development of independence and useful life and social skills.

All pupils have a PCP which is at the heart of their learning pathway and identifies:

- The short-term SMART targets set for the child.
- The strategies and resources to be used.
- A review which monitors progress and helps to set new targets

Written and evaluated by the class and wider including professional's targets in the PCP include;

- EHCP objectives
- Academic targets in core curriculum areas
- Social, Emotional and Wellbeing targets based on PSHE
- Life Skills towards adulthood targets
- Support strategies to enable positive wellbeing and behaviour

All targets are shared with pupils and their parents/carers at regular intervals through PCP Pupil Progress Meetings and the termly Parent Consultations. Class teachers ensure that pupil targets are communicated to other staff across the school.

### **Pupil Profiles**

Pupil Profiles are a person centred overview of a pupil and form part of the PCP.

They include:

- pupil likes and dislikes
- Necessary support
- Key methods of communication
- Self -regulation observation

### **Individual Support Plans**

At Hedgewood we do not view behaviour as a special educational need. However, many of our pupils do need support to regulate their emotions and attaching behaviours. Support can also be offered through a Wellbeing Plan that provides consistency via a coordinated approach from all staff. Plans are based on a wide range of information sources. Some pupils require a Risk Assessment or an Individual Support Plan, which contribute to the Wellbeing Plan.

### **Monitoring Progress and Intervention**

Pupils are assessed according to the protocols for their curriculum pathway.

EfL (Essential Eight Skills),

Foundations for Life (Assessment of Functional Living Skills),

Core Curriculum (Bsquared, including the Autism Progress strand which aims to guide the development of targeted support strategies to assess development of communication, social understanding and flexibility of thinking).

Personal Curriculum Plans are set and reviewed termly. Assessment outcomes are reported at Annual Review and at the end of the academic year.

Many pupil achievements relating to ability to manage sensory input, development of self –reliance and independence and understanding of own and other’s emotions are planned for and assessed in contributing to positive outcomes for each autistic individual.

Learning Journeys provide valuable recording of pupil’s achievements in different contexts. There is a digital platform for recording and tracking pupil progress for all three pathways which is under constant review to inform planning of next steps.

The Headteacher monitors progress termly through the collection of academic data, this data is evaluated and verified during the pupil progress meetings. It is here that any short falls in progress are identified and staff plan out and map out appropriate intervention plans.

Hedgewood has a therapy referral process, whereby staff can refer pupils with particular needs to the intradisciplinary team of therapists. This includes SALT, OT, music and art therapy.

### **Supporting pupils with medical conditions**

Pupils at school with medical conditions are supported so that they have full access to educational opportunity, including school trips and physical education.

For further information about how we support pupils with medical conditions, please refer to the First Aid, Health and Safety and Medications policies.

## **SECTION 3**

### **SUPPORTING PUPILS AND FAMILIES & MEASURING OUTCOMES**

Hedgewood is committed to working with parents and other professionals to increase positive outcomes for young people with autism. Our integrated therapies (Speech and Language and Occupational Therapy) are delivered to maximise progress in core skills relevant to each child's needs.

#### **Professional Support**

Our professional intradisciplinary team includes speech and language therapy, occupational therapy and Family Services team. Visiting professionals linked with the school include educational psychologists, CAMHS LD Behaviour Analysts, Clinical Psychologists and social care professionals.

#### **Parents and Carers**

Parents / carers have a vital role in supporting their child's education. We are keen to garner parent/carer opinions and views. Communication is facilitated through the home school SeeSaw App or home/school book, termly newsletters, parent coffee afternoons, home visits, Family Service involvement, Learning Journeys on SeeSaw, termly meetings, our "open door policy, parent training sessions and email correspondence with teachers

#### **Annual Reviews**

All EHCPs are reviewed annually with the parents/carers, the LA and the school. All professionals involved are 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 document. The annual review takes a person centred approach and focuses on aspirations and achievements as well as on any difficulties that need to be resolved. The school is responsible for the co-ordination of the annual review and disseminating relevant reports and information to be considered two weeks before the review.

Long term objectives that are outlined within the EHCP are reviewed with input from all persons and professionals working with the child.

Prior to the review the follow documents are completed:

- The school Annual Review report
- The parent / carer contribution document
- The pupil's contribution document wherever possible
- Therapy reports & other professional reports

The school will complete the annual review paperwork and include any relevant notes or information from the meeting and disseminate this to relevant parties within two weeks of the meeting.

## **SECTION 4**

### **MONITORING AND EVALUATING SUCCESS**

Hedgewood regularly and carefully monitors the impact of provision.

We sample parent and carer views at regular points during the year, as well as at the annual review.

The SLT has an open door policy to pupils, staff and parents and we use our feedback and evaluation processes to plan staff training and interventions. .

### **Training and Resources**

Every member of staff is trained to a core standard so they are able to support our pupils effectively. These are outlined in section 1 of this document.

In order to maintain and develop the quality of our provision and teaching so that it continually responds to the strengths and needs of all pupils, all staff are encouraged to undertake training and development, both onsite and offsite. We plan for staff training needs through the performance management process, as well as through teaching observations and school quality assurance. Regular training sessions as well as twilight training sessions are set aside for training. We also have a comprehensive induction program for new teachers that covers key aspects of autism, Safeguarding and GDPR as well as a meeting with key staff to explain school systems and structures provision and practice and to discuss the needs of individual pupils.

Class sizes are small, typically between 7-10 pupils in a class with one teacher and 4-5 teaching assistants.

Specialist equipment and resources are tailored to meet the needs of each individual and are outlined within their PCP.

## **SECTION 5**

### **COMPLAINTS AND SUPPORT SERVICES**

Hedgewood has a robust complaints system to deal effectively with issues raised by parents and carers. Complaints can be made to the Headteacher, in the first instance, either by writing or emailing to the main school address.

Parents and carers can contact the Special Educational Needs and Disability Advice and Support Service (SENDIASS) at Hillingdon for support in this process.

Hillingdon SEND Information and Advice Support Service:

Parents and carers are encouraged to contribute to the work of the school and to feel welcome in every area of activity. As part of this partnership there is a positive and productive partnership between the home and school including training, work with the Family Services Team, including First Steps Family Group Therapy, Training workshops and community focus including coffee afternoons.

Hedgewood liaises with a range of professionals including Educational Psychologists, Intensive Behaviour Support Services (CAHMS LD), to promote positive outcomes for pupils.

The school hosts a range of other professionals such as community nursing and Hillingdon SCITT (Initial Teacher Training) to develop awareness of and the understanding of autism in the community.

Hedgewood is committed to its Outreach programme to support local school to develop good autism practice and also provided bespoke Individual Learning Plans to enable pupils with autism in mainstream settings access learning opportunities and achieve positive outcomes. Hedgewood School is the Hillingdon Hub for the AET, providing support to other educational professionals in supporting young persons with autism across a variety of educational settings and is developing partnership working with the LA.

Family Services Team have developed an extensive support network to provide links between home, school and other services. They support our parents and carers with understanding, guidance and strategies to improve the quality of life for their children and for their family as a whole. The Family Services team have a wealth of information to guide parents to available support networks within the community. They provide a network of assistance and advice for parents and carers, and a varied programme of activities including coffee afternoons and extended school clubs. As Mental Health First Aiders, they are available as a point of contact for anyone who is experiencing a mental health issue or emotional distress. This interaction could range from having an initial conversation through to supporting a person to get appropriate help. They provide of a range of parent training courses including NAS early Bird + courses and sign-a-long. They promote well-being and resilience through individualised support and guidance for parents/carers.

### **Governing Body Evaluation**

- Termly reports are made by the Headteacher to Governors
- Governors are linked to various areas of the curriculum and classes activities and make focussed visits.
- Benchmarking tools are used by Governors.
  - Governors are focused on progress in learning in a safe context.

## **SECTION 6 COVID-19**

Hedgewood remained fully open during the pandemic.

During this period, we implemented:

- Full risk assessment to ascertain the pupils who should attend school and Risk assessments on pupils remaining at home.
- Home learning support for all pupils delivered through a variety of mechanisms which included, online, outdoor and life skills activities, prepared work delivered to pupils and online learning platforms, Zoom and SEESAW learning tutorials.
- Home learning activities had a focus on supporting progress towards EHCP targets.
- Pastoral support for all families at home which range from daily to weekly check ins based on a needs analysis
- Links with external professionals to ensure all pupils are looked after and safe
- At least weekly communication from SLT around organisation, planning and sharing of information such as risk assessments
- Support from the multi-disciplinary team to include online support with SaLT, OT and therapy
- Communication tools and resources sent to families to support with learning at home



During the period of lockdown and in line with the guidance we continued to run annual reviews using Zoom or telephone. Unfortunately, a small number of Annual Reviews were postponed (largely due to limited access to technology sometimes abroad). Assessment for the summer term was halted and all pupils have taken part in a full re-baseline assessment process in the first half of the academic term 2020 to ascertain the gaps and target Catch –up.

## **APPENDICES**

### ***Appendix 1***

#### **Definitions of special educational needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).