

# Jack Tizard School

## Special Educational Needs and Disability (SEND) Policy



<b>Approved by:</b>	[Full governing body]	<b>Date:</b>	June 2019
<b>Last reviewed on:</b>	June 2019		
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<b>Review Frequency</b>	Annual		

This document is intended to give you information about the ways in which we support our children and young people

Jack Tizard is a maintained special school in Hammersmith and Fulham for children with complex physical, health and learning difficulties. We believe that all children are entitled to a safe, supportive and stimulating environment in which they are happy, healthy and enabled, and are encouraged to achieve as individuals. We offer a positive, enjoyable, life-enhancing education, and provide a range of opportunities for the development of each of our pupils.

All children at Jack Tizard have a joint Education, Health and Care plan, a Statement of Special Educational Needs (SEN), or are moving through this statutory process. Our pupils have a range of special needs. These include Physical Difficulties (PD), Hearing Impairment (HI), Visual Impairment (VI), Autism (ASD), Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and associated behavioural difficulties and complex health needs.

The school currently has 70 places.

We offer a tailored learning environment to support the SEN requirements of our young people. We have a range of specialised equipment to support our curriculum offer: this includes a hydrotherapy pool, a sensory room, a soft play room, and adapted play equipment in the outside learning spaces. We also have a fully-accessible school minibus.

At Jack Tizard we believe it is important to:

- Establish strong relationships with pupils, their families and their carers, based on mutual trust and respect.
- Encourage the development of self-confidence, sensitivity and respect for others. This goes hand-in-hand with our focus on the rights, responsibilities and needs of each member of our school community.
- Ensure positive inclusion of all pupils by fostering community links and developing the role of the school within the community
- Provide a curriculum that is holistic, accessible and focused on the individual needs of each pupil.
- Support the curriculum with a range of activities and opportunities which ensure that learning is fun.
- Use a variety of approaches to encourage self-advocacy and independence, including the use of ICT to enable pupils to express their identities, interests and preferences.
- Generate attitudes of equal respect and understanding towards all individuals, regardless of background or circumstances.
- Promote close working partnerships with parents, carers and external agencies.
- Work in a multi-disciplinary way meet to meet the needs of our young people and to support families

Our class groups are determined primarily by each child's level of need and circumstances, rather than grouping by age or Key Stage. Our high levels of staffing and individualised learning programmes ensure that we meet the learning and social needs of each child.

## What support will there be for my child’s overall wellbeing?

Support is tailored to meet your child’s needs and difficulties with learning. Our education provision matches the needs of the four broad areas of need as defined in the SEN Code of Practice 2014:

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

Children’s wellbeing and emotional health is as important as their academic progress. We work closely with parents, our health care staff and our therapy team to ensure pupils feel safe, secure, happy and physically comfortable.

Children may need varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to our typical levels of provision.

	<b>Whole School Approach for all our young people</b>	<b>Targeted support for individuals /small groups (according to need) - short / medium term</b>	<b>Specialised individual support (according to need) - medium / longer term</b>
<b>Learning and curriculum approaches</b>	<ul style="list-style-type: none"> <li>• Individual learning consultation meetings with parents</li> <li>• Individual learning targets drawn up in the Autumn &amp; reviewed in the Spring term</li> <li>• Annual Review/ Summative Report</li> <li>• Ongoing contact with parents through Home School Book/Telephone contact/email</li> <li>• Ongoing assessment of pupil’s progress and attainment</li> <li>• Analysis of progress data for the whole school and for individual pupils</li> <li>• Schemes of work to meet the needs of all learners</li> <li>• Differentiated learning targets and outcomes for each pupil</li> <li>• Adapted curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Individual learning targets reviewed termly</li> <li>• Bespoke’ meetings with parents regarding specific issues</li> <li>• Additional information shared on pupils at whole school meetings</li> <li>• Opportunity for individual to work across other classes, or group settings, in response to need</li> <li>• Daily contact with parents (as requested)</li> <li>• Use of TEACCH methods</li> <li>• Differentiated resources</li> <li>• Dance and Rebound therapies</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review of Individual Education Plans</li> <li>• Daily contact with parents</li> <li>• Support from specialist professionals</li> <li>• Multi agency meetings to review areas of difficulty and levels of support</li> <li>• Different timetable and activities</li> <li>• Individualised learning programme throughout the day to meet complex SEN, utilising a range of specialised environments e.g. hydro pool, multi-sensory room</li> </ul>

	<b>Whole School Approach for all our young people</b>	<b>Targeted support for individuals /small groups (according to need) - short / medium term</b>	<b>Specialised individual support (according to need) - medium / longer term</b>
Speech, language and communication	<ul style="list-style-type: none"> <li>• Range of communication methods: switch technology &amp; VOCA; Makaton; symbols; Objects of Reference; PECS etc.</li> <li>• Training for staff to meet the diversity of communication skills</li> <li>• Communication friendly environment</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised support SaLT interventions delivered by therapists &amp; school staff</li> <li>• Specialist communication aids</li> <li>• Intensive Interaction</li> <li>• Use of visual timetables, social stories</li> </ul>	<ul style="list-style-type: none"> <li>• Access to personal ICT e.g. Eye Gaze</li> <li>• Alternative communication systems</li> <li>• Small group targeted interventions</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Small class groups</li> <li>• Support provided to meet personal and social needs</li> <li>• Multi agency support</li> <li>• Weekly class team meetings to review pupil progress, IEPs, share information</li> <li>• Programmes and guidance provided by SaLTs, Occupational therapist and Physiotherapists and integrated into the class timetable to support and facilitate access to the curriculum</li> <li>• On- site daily support &amp; monitoring from the school nurse and health care assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced staff support during lessons and class activities</li> <li>• Increased levels of multi-agency support</li> <li>• Support/guidance from Educational Psychologists (as required)</li> <li>• Support/advice from Senior Teacher for Behaviour</li> <li>• Programmes and group sessions occasionally led, but always monitored, by SaLTs, Occupational therapist &amp; Physiotherapist</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support across the day</li> <li>• Rotation of class staff across the day</li> <li>• Regular multi-agency support and meetings</li> <li>• Intensive support from Educational Psychologist</li> <li>• Additional advice from medical services, autism assessment teams, health care teams, CAMHS etc.</li> <li>• Specific Health &amp; therapy programmes delivered directly by SaLTs, Occupational Therapists, Physiotherapists or integrated into the classroom</li> </ul>
Teaching approaches	<ul style="list-style-type: none"> <li>• 1:1 teaching on a regular basis</li> <li>• 1:2 teaching on a daily basis</li> <li>• Small group teaching for all lessons</li> <li>• Groups changed to reflect pupils' learning needs for different lessons</li> <li>• Multi-sensory approach</li> <li>• Structured environment within each class</li> <li>• Consistent routines and systems across the whole school</li> <li>• Full provision of access requirements for all children</li> </ul>	<ul style="list-style-type: none"> <li>• 1:2 or 1:1 support provided for less structured activities</li> <li>• Additional visual cues and guidance</li> <li>• 1:1 support provided to meet personal and social needs</li> <li>• Individual behaviour programmes, rewards and motivators</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil taught on individual basis</li> <li>• Teaching may, at times, be in separate rooms/areas of school</li> <li>• Specified/Identified time with class peers</li> <li>• Individual access to facilities at shared times i.e. playtimes</li> <li>• Priority access to identified resources e.g. soft play room, sensory room or hydro pool</li> <li>• Rebound therapy</li> <li>• Riding</li> <li>• Educational/Clinical Psychology support <ul style="list-style-type: none"> <li>• Peripatetic Specialists</li> </ul> </li> </ul>

	<b>Whole School Approach for all our young people</b>	<b>Targeted support for individuals /small groups (according to need) - short / medium term</b>	<b>Specialised individual support (according to need) - medium / longer term</b>
Physical and emotional support	<ul style="list-style-type: none"> <li>Well-resourced environment</li> <li>Access to specialist areas such as ICT Room, soft play, multi-sensory room, hydrotherapy pool</li> <li>Stimulating external play areas</li> <li>Focus on building confidence and self esteem</li> <li>Consistent and positive approaches to managing behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Specialist equipment e.g. overhead hoists, specialist seating &amp; standing frames provided on advice from therapists and health colleagues</li> <li>Specialist communication aids</li> <li>Hydrotherapy sessions</li> <li>Emotional support – internal and external</li> <li>Behaviour management programmes with input from therapists &amp; parents</li> </ul>	<ul style="list-style-type: none"> <li>Designated teaching areas for identified pupils</li> <li>Dedicated resources matched to pupils behavioural, social &amp; learning needs with individual motivators &amp; rewards</li> <li>Individual timetables</li> <li>Liaison with specialist counselling service for particular issues</li> <li>Support from CAMHS</li> <li>Individualised timetable</li> </ul>
Health and Well being	<ul style="list-style-type: none"> <li>Positive learning environment with excellent staff role models</li> <li>Focus on developing confidence and self esteem</li> <li>Personal, Social &amp; Emotional health is a core learning area</li> <li>Full time nurse on site to monitor children's health</li> <li>Health Care Assistants deliver medical support in class.</li> <li>Medical appointments and clinics by visiting medical staff.</li> <li>Clear protocol for meeting personal care needs</li> <li>All staff are trained in safe moving and handling procedures by our team of Key Movers.</li> <li>Maintaining pupils' dignity and privacy is paramount</li> </ul>	<ul style="list-style-type: none"> <li>Increased time allocated to emotional development and understanding</li> <li>Focus on developing shared attention skills</li> <li>Specific medical routines implemented seamlessly throughout school day</li> <li>Staff trained in managing dysphagia</li> </ul>	<ul style="list-style-type: none"> <li>Emotional development and wellbeing becomes main focus</li> <li>Increased joint working between parents, school and multi agencies</li> <li>Individual health protocols &amp; programmes drawn up &amp; reviewed by multi-disciplinary team</li> <li>Close liaison with community health care team</li> </ul>

# Questions and Answers about Jack Tizard School

## **How does Jack Tizard School know if children need extra help? What should I do if I think my child might have special educational needs?**

Children's Services are responsible for all admissions to the school. Pupils attending Jack Tizard School either have an Education Health and Care Plan (EHC), or they attend on an assessment placement whilst the EHC Plan is being completed.

Parents play an essential part in the admissions process. We warmly welcome you to visit the school, prior to admission, to see if you feel we are able to meet your child's needs and to meet the staff who would be working with your son or daughter.

Children's Services will notify parents and carers of the starting date, and any transport arrangements, if a place is offered and accepted.

Once a placement has been agreed, we will invite you to a multi-disciplinary admissions meeting. This is to give you the opportunity to share information that you feel will help us meet your child's learning, health and wellbeing needs.

Classes have high staffing ratios and pupils' progress is carefully monitored by our multi-agency team, so any requirements for additional support are quickly identified.

There are opportunities to meet your child's teacher to review his, or her, learning programme each term. In addition, there is a formal review of your child's statement/EHC Plan each year to discuss progress, their current areas of need and to look at key targets for the coming year.

## **How will Jack Tizard staff support my child?**

Each class has a teacher and three or four teaching assistants, with a maximum of eight children. This may vary slightly, according to different levels of need. The class teacher is responsible for planning and assessing progress. Children are taught either as a whole class group, in small groups and 1:1

We believe it is important for children to develop relationships with a number of adults, so only allocate named teaching assistants to work with identified children in very particular circumstances. All children work with every adult in their class team.

## **How will the curriculum and the school environment be matched to my child's needs?**

The curriculum is designed to encourage the pupils to be active participants in their learning, enabling them to achieve their potential and make progress by expressing preferences, communicating needs, making choices and choosing options that other people act on and respect.

The cross-curricular skills identified by the National Curriculum, namely communication; numeracy; cognitive problem-solving; personal, social and emotional development and I.T. are firmly established within our Curriculum Frameworks, and form an integral part of our individual learning programmes. There is also a strong emphasis on the value of the Creative Arts.

We recognise the importance of our pupils being able to transfer these skills, independent of context, and that they need to develop them in many different contexts across the curriculum. All

learning is justifiably linked to a clear functional purpose, i.e. a skill that the pupil can use in their everyday living and is transferable in a wide range of contexts in and out of school, setting firm foundations for the skills needed for living and enjoying life.

Learning is planned around individual strengths, needs and motivators. We focus on individual targets, incorporating priorities from the EHC Plans. Priority areas of learning in the IEP are cross-referenced to the termly topic plans. The development of communication and interaction skills is a priority for all our pupils, and promoted throughout the school day.

Equality of Curriculum access is achieved by the adoption of specialist approaches to teaching and learning such as Sensory Diets, Behaviour Support Plans. We also have specialist expertise for adapted technology and software programmes and the use of communication aids. Integrated therapy advice supports access to the curriculum.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

Parent Consultation meetings are held in the autumn and spring terms. You will have the opportunity to meet with your child's teacher to discuss his, or her, learning targets. You will also receive an evaluation of the progress your child makes towards their targets.

Our teachers and our Therapy team are always happy to meet with you to discuss your child's progress, and to suggest activities that you might want to do at home. As well as workshops for parents and carers, we also hold Class 'coffee mornings'. The format for these varies according to the needs of each group, but includes opportunities to come and join in one of the lessons, or observe the activities in which your child is engaged such as a Hydrotherapy session.

As nearly all our children have complex learning difficulties, it is to be expected that they will be working outside their age-related key stage levels as they progress through the school.

### **What specialist services and expertise are available at, or accessed by, Jack Tizard School?**

Senior leaders, teachers and support staff are highly skilled in meeting the individual learning, behavioural and social needs of children with complex learning difficulties. We have access to a range of specialist services including clinical psychology, social care and health service professionals. The Education Psychology Service also provides ongoing advice and support.

Speech and Language Therapists (SALT), an Occupational Therapist (OT), Physiotherapy colleagues and a school nurse team all work within the school. We also host some clinics during the day so that children's education is not unduly compromised, and parents are able to be involved in the multi-disciplinary approach to their child's overall needs.

These may include:

- Orthotic Clinics
- Wheelchair Clinics
- Orthopaedic Clinics
- Medical appointments carried out by visiting medical professionals

Go to our website to find out more about the work of our Therapy Team.

We also have a part time Family Link Worker who provides a range of support to parents and carers.

### **How does the school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**

All our staff receive comprehensive and ongoing training in meeting the needs of children with complex learning difficulties. We regularly review our training and professional development plan for all staff, to ensure that we are fully conversant with the specialist approaches to teaching and learning that our pupils need. Coaching and mentoring systems are in place to help teachers and teaching assistants to continue to develop their skills.

There is a detailed induction programme for new staff. In addition, there is mandatory training on Safeguarding, Positive Behaviour Management, and safe Moving and Handling. We benefit from having its own trainers in key areas such as Makaton, First Aid, and safe physical intervention.

Our Therapy team also provides regular training updates for staff on such things as posture management, sensory integration, safe feeding techniques and the administration of emergency epilepsy medication.

Staff attend courses throughout the year from a range of specialist external providers. We also have specialist providers coming into school to work with us in the classroom. This enables staff to adapt approaches to individual pupils under expert guidance.

### **How will my child be included in activities outside the classroom, including school trips?**

We are a fully inclusive school; all children participate in whole school, curriculum and off-site activities. The extent to which each child participates, and the levels of support received, will vary according to each child's needs and preferences at that particular time.

We ask parents and carers to give generic permission for their child to participate in local visits which support the curriculum, e.g. a visit to a local church, shop etc. Specific written permission is requested for trips to places such as museums, art galleries or theatres. Prior to any visit such as this, a teacher will have visited to check that the location is appropriate, safe and accessible for pupils.

### **How accessible is the school environment?**

As a purpose-built special school, JT is fully accessible and the site is safe and secure. The building is modern, equipped with ceiling tracking for hoists, adapted personal care facilities and an internal and external lift. We have a hydrotherapy pool with full wheelchair access. The play areas have a range of specialist equipment such as a wheelchair accessible roundabout, swing and trampolines.

Our equipment and resources support disabled access. They include:

- specific sports equipment
- use of technology to meet additional needs e.g. adapted IT resources, iPads, sensory technology
- the use of communication devices and aids e.g. Big Mac, Eye Gaze, switches
- total communication approach e.g. Makaton signing, PECS, objects of reference, Touch Cues

- mobility aids e.g. standing-frames

Where required, we engage interpreters to enable parents to participate fully in formal meetings such as Admissions Meetings or Annual Reviews. Reports are also translated when requested.

### **How will Jack Tizard prepare and support my child to join the school and then transfer to college?**

Once a placement has been agreed, we will hold a multi-disciplinary admissions meeting. This is to enable you to share information about your child's needs with us, and for us to answer any questions you may have.

Some children settle straight into school routines, others take a little longer. We will work with you to find the best introduction to school for your child.

Six weeks after your child starts at Jack Tizard, you will have the opportunity to attend a post-admission meeting with the Headteacher and your child's class teacher. You will be able to discuss how your child is settling in, look at the proposed learning targets and tell us about any priority areas you would like us to work on, as well as sharing any worries or concerns you may have. From Year 9 (approximately 14 years of age) young people receive a Person-Centred Review. This looks at their needs holistically, and begins the process of planning for transition to post school provision. In liaison with Connexions and the social workers from the Disabled Children's Team, we support young people and families to explore appropriate Post-16 placements.

### **How are resources allocated and matched to children's special educational needs?**

Your child will receive support according to his, or her, individual needs and as outlined in the Statement of SEN or EHCP. The kinds of resources children need may vary at different stages of their development, and for different types of activities. Our multi-disciplinary approach enables us to monitor children's needs holistically and ensure that they are being met appropriately.

### **How is the decision made about what type and how much support my child will receive?**

The teacher determines the level of support each child needs during the day. This may vary for different children, depending on the type of activity involved.

Sometimes a child might require additional support. This might be due to health needs, deterioration in their physical condition or a change in their behaviour. Typically, this support is provided from within the class team, but may be targeted at specific times, i.e. break times, circle times etc.

If increased levels of staffing are required, then the situation will be reviewed by the Headteacher, in conjunction with the class teacher and relevant members of the multi-disciplinary team. You will be consulted about any changes directly involving your child.

### **Who can I contact for further information?**

The first point of contact for anything relating to your child's education is the class teacher. Please ask any questions or share any worries you may have as soon as they arise, rather than waiting for a formal opportunity. Our Staff are available to talk to parents outside normal teaching hours, and an appointment can be made for a mutually convenient time. (To book an appointment, please either telephone or write in the Home School Diary.)

Either the Headteacher or the Deputy is usually available to deal with any urgent concerns. If for any reason they are not able to see you straight away, please contact Reception and they will arrange for one of them to contact you as soon as possible.

Choosing the right special school for your child can be daunting. Our Parent Governors will be happy to share their experience with prospective parents, as well as answer questions about the school from their perspective.

**What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?**

If you feel at any point that we are not meeting your child's needs, then please contact Francesca Smith, the Headteacher, to talk through your concerns.

Where appropriate, an early Annual Review can be arranged to review your child's progress and their current special educational needs, and to assess whether the provision remains appropriate.

**How is our local offer reviewed?**

Our local offer was developed in consultation with staff, Governors and parents. It will be monitored annually by Governors.

If we haven't managed to answer your particular question, or if you would like further information, please contact us on 0208 735 3590, have a look at our website or email us at [jt@jacktizard.lbhf.sch.uk](mailto:jt@jacktizard.lbhf.sch.uk)

Further information on Hammersmith and Fulham's Local Offer can be found at: [www.lbhf.gov.uk/localoffer](http://www.lbhf.gov.uk/localoffer)

Finally, if you want to know what parents of our current pupils feel about Jack Tizard, please follow the link to 'Parent View' on the Ofsted Web site:

