

**TORFIELD AND  
SAXON MOUNT  
ACADEMY  
TRUST  
SEN POLICY**

## **Introduction**

Torfield and Saxon Mount schools are special schools covering early years through to 16. The schools offer provision for pupils with autism, communication and speech and language difficulties including global learning difficulties.

We currently have over 245 pupils in the federation. Pupils travel from Hastings and the surrounding areas; we have pupils from as far as Eastbourne and Seaford to the West of the County, and Rye in the East. All pupils attending Torfield and Saxon Mount Schools have an EHC Plan. Therefore, our whole school provision is aimed at meeting the needs of SEN pupils. Many of our pupils have speech and language difficulties and require additional support with communication. At Torfield School 66% have a diagnosis and primary need of ASD. At Saxon Mount School the figure is currently 33%. Around 40-50% of Saxon Mount school's Year 7 intake comes from Torfield School, with the remainder coming from mainstream primary schools or other special schools. The majority come from primary schools within a few miles of Saxon Mount. The vast majority of Y6 pupils at Torfield transfer to Saxon Mount at secondary phase. A small number transition to other special schools or mainstream schools which are more appropriate for their identified needs. Some pupils with significant learning difficulties transition to SLD settings during KS1 or 2, prior to phase transfer. The majority of our pupils have associated learning difficulties and are working at well below age-related levels compared to peers in mainstream of the same age, with many pupils operating at the P Scale level, or Stage 1-2 at Y7 transfer. During Primary at Torfield, the majority of pupils are working with P Scales for most of the time, ranging from P2 – P10.

## **The aims of the schools**

The schools' aims are described in their vision statements, which are available on the school websites.

### **Implicit within the aims and delivery are the key ideas that:**

- All pupils are entitled to a broad, balanced, relevant and differentiated curriculum
- Developing a close and supportive partnership with parents is essential
- The safeguarding and well-being of pupils is of paramount importance
- Pupils must experience success in their learning in order to develop skills, knowledge and self-esteem.

- Developing every pupil as an individual by promoting independence, confidence, self-esteem and a positive self-image, resilience, aspirations and life-long learning is a priority.  
The highest quality of teaching and learning should be consistently promoted.

The objectives of this SEN policy are:

- 1) To ensure that all pupils at the schools receive appropriate teaching and support which takes into account their Special Educational Needs.
- 2) To ensure parents and carers are involved fully in decisions regarding their child's education and provision.
- 3) To ensure that resources available to the schools (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet children's needs.
- 4) To liaise effectively with all individuals and organisations who have an interest in, or are able to make a positive contribution towards, a child's education.
- 5) To ensure provision of appropriate staff development and training so that staff develop and update their skills in meeting the needs of children with Special Educational Needs.
- 6) To ensure that statutory obligations of the schools are met.

## **Special needs provision**

### **Admissions**

Pupils who come to Torfield and Saxon Mount Schools will normally:

1. Have an Education Health Care Plan
2. Have a range of Special Educational Needs (SEN), identified in their plan, particularly 'autism and associated Communication and Language Difficulties' (ACLD).
3. Moderate or Severe Learning Difficulties
4. Live in East Sussex especially Hastings and surrounding areas.
5. Have below age-related learning levels; either be working at lower than expected levels in the p scales, although they may excel in one area.

Placement decisions are made by the Local Authority. New pupils are offered a range of visits as part of the transition process, supported by staff from their existing school and staff at Torfield or Saxon Mount School.

SEN provision is reviewed regularly. We are special schools, all of our provision can be described as SEN provision. We distinguish between our 'standard' schools' provision and our 'additional' support provision which involves higher

levels of in-class and extra support interventions. We also have an 'enhanced' level of support, which involves provision for particularly vulnerable groups and pupils with a higher level of need. At both schools there are Additional Support Facility classes and at Saxon Mount there is an Additional Support Team for behaviour and learning interventions. The Assistant Headteachers report to the Heads of School, the Executive Headteacher and the Academy Advisory Board. The provision described in the SEN policy will contribute to ensuring the needs of all pupils within the federation are met

## **Federation Organisation**

### **Torfield School**

Torfield School is an average sized split site special school for pupils, aged 4 to 11. The Croft Road site accommodates pupils broadly in years 2 - 6, whilst the Early Years Centre, Parker Road, nearly 1 mile away, provides a nurturing learning environment for our youngest pupils from their Reception year to year 1..

The school is organised in a carefully structured way that promotes independence, confidence and preparation for transition into the next phase of learning. Many of our children learn in very small steps. Teachers regularly assess learning and monitor how much support each child needs.

Class sizes are small and have a high staff ratio. We support children joining our Reception classes, and those who join later in the primary phase, by providing a well-structured transition programme. As children move through the school we provide appropriate levels of support and challenge to extend learning and develop independence. Pupils with the highest level of need at the EYC and at Croft Road are able to access additional support, particularly in relation to speech language and communication difficulties.

Additional support to pupils is provided by a range of staff who work alongside our teaching team. We work with a team of NHS Speech and Language Therapists and Assistants, who deliver specific intervention, therapists devise speech and language programmes to specified pupils. Pupils who require other interventions such as Occupational Therapy (as specified in their EHCP or by Sensory Needs Service) may also receive this at school.

### **Saxon Mount School**

Saxon Mount School offers provision for pupils aged 11-16 (years 7 – 11). The school is organised into two class groups per year with year 7 pupils experiencing around 20 % of their curriculum being delivered to them by their tutor with their linked TA. As they become more able to orientate themselves around the school, pupils experience subjects delivered by specialist teachers, in a secondary school model of delivery. By year 8 the pupils move around

lesson by lesson using all specialist subject areas and staff. As pupils move into year 9 they are again taught by subject teachers but are arranged in set groups according to ability for Maths, Science and English preparing them for following either GCSE, BTEC, Functional Skills or entry level or other accredited courses. In Key Stage 4 some option groups are vertically grouped (mixed Y10 and 11 classes) in order to ensure we can offer as wide a range of accreditations as possible within our very small school.

Saxon Mount also has four specialist AS classes as part of our Additional Support provision, offering smaller, highly structured classes and higher levels of support to the pupils, with the highest level of learning and communication needs. These pupils are integrated in to main school lessons wherever possible, enabling other pupils with complex needs to also access the available support. We also have provision through our Additional Support team for targeted intervention for additional Sulp, Literacy support, Maths support, behavioural support, self-esteem, friendship groups, Safe Around Sex groups (SAS) in-class and withdrawal support for identified groups or individual pupils.

## **Curriculum**

The Federation offers the National Curriculum which is adapted as appropriate to ensure that it is both wide and relevant and meets the needs and interests of all pupils.

Early Years Foundation Stage curriculum Pupils are mostly taught through discovery based learning

The areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design
- computing

KS1, 2 and 3

English

Maths

Science

Computing

Geography

History

RE

DT

Art  
Music  
PE  
PSHE

KS4 pupils follow the core curriculum of accredited subjects with BTEC and GCSE ELC qualifications according to pupils' learning levels. Some qualifications offered do not carry performance points but nevertheless are relevant to some pupils in terms of preparing them for next stages of education, training or employment.

## **Provision**

### Torfield

Learning at Torfield is delivered in carefully planned and differentiated activities and pupils follow:

Our modified Early Years Curriculum

Our modified National Curriculum including PSHE

Our adapted Early Development Curriculum (for pupils with higher needs).

We have good facilities to support learning, including a range of indoor and outdoor learning environments on two securely fenced sites.

We have good sized classrooms with a range of IT resources, including interactive smartboards in every classroom.

At the Early Years Centre we have three classrooms, small learning rooms plus indoor and outdoor areas to support learning through play. The Early Years Additional Support facility has a large classroom and two smaller teaching rooms. Covered outdoor learning zones ensure all-year outdoor learning through play can take place. Recently refurbished playgrounds have climbing and sliding equipment, an inset trampoline plus a play-boat in beach themed play-area.

At the Croft Road site, there are six classrooms plus an Additional Support facility comprising of a classroom and several smaller teaching spaces. There is an , indoor heated swimming pool, learning centre (library / IT suite). There is a meeting room at the Croft Road site used for training, visiting school staff, parent meetings and family support training.

Outdoor areas are also well resourced at Croft Road, including a multi-use games area, a sensory garden and a number of small playgrounds that are used for challenging learning and play activities. Newly refurbished playgrounds have climbing equipment and outdoor gym equipment.

There are computers in every classroom, along with interactive whiteboard and laptops. Additional laptops and tablets are used throughout the school. The use of ICT is developing across the curriculum and programmes such as Espresso, Education City, Clicker 7 and Purple Mash support the independent development of Mathematics and English.

### Saxon Mount

Saxon Mount School has specialist food technology, art, DT, music, ICT and Science classrooms. It also has 9 teaching classrooms where lessons are delivered. There are four purposely designed AS classes for pupils with higher needs and an additional support classroom (blue room) for additional Sulp sessions, support with learning, communication and behaviour and support for break and lunchtimes. It has an ICT suite, also available at break and lunchtimes, and a media suite. All classrooms have access to computers for the pupils to use and all classes have interactive whiteboards. Teachers can book lap tops and Ipads to be used for learning activities within their own classroom. All classrooms are linked by phone and computers are networked to allow for access to electronic information. A training room (PDC) is used to support staff CPD as well as provide training for visiting staff.

Outside, the school has one hard court all weather flood lit MUGA and one floodlit astroturf court, for basketball, football and a range of PE activities, a floodlit adventure play area, a covered and floodlit external gym, and outdoor classroom with roof. In addition the school has 4 covered outdoor table tennis tables and a large playing field with available space for a full size football pitch, running track or several striking and fielding games areas to be marked out. It also has an allotment where herbs, vegetables and fruit trees are tended by the pupils. The Blue room has a small outdoor space for individual or group activities.

The school is accessible to those with mobility difficulties and access to both floors in the main building is supported by the provision of an internal lift.

### **Transport**

Because of the size of the catchment area and the vulnerability of the pupils, the majority are conveyed to school by taxi. Other pupils are brought to school by parents or carers. In Key stage 4 pupils who live near enough and are able to be safe and independently travel, are encouraged to use public transport. Saxon Mount works with an 'Independent Travel Trainer' to develop pupil's independence and safety awareness around travelling. Transport for each pupil is reviewed annually as part of the annual review process. At Saxon Mount we are currently providing additional morning transport for pupils within the 3 mile radius catchment who have had difficulties with school attendance in the past. We are also considering how best to make similar provision at Torfield

## **IEPs**

At Torfield School, IEPs show the standard educational provision and progress expectations for all children, plus the personalised additional provision some children will receive with targets and progress in these programmes. Additional programmes include sensory plans, Occupational Therapy, Physiotherapy, motor skills, Sensory Circuits and Speech and Language Therapy programmes. Targeted pupils at risk of underachieving in their core curriculum areas are also given additional curriculum focus programmes.

Torfield IEPs are written every school year by class teachers, in liaison with the previous class teacher and with advice from Speech and Language Therapists. They run from Sept to July. They are reviewed and updated in a Multi-Agency Pupil Progress meeting, at Annual reviews, at Behaviour Working Group meetings and at Parents Evenings. Looked After Children also have their IEPs reviewed at LACc and PEP meetings. Teachers are responsible for these plans and ensure programmes are implemented. As children progress through the school the number of additional programmes they need may reduce. In these cases this may be indicative that the child no longer requires special school provision and may be considered for a transition to mainstream provision through the Annual Review process.

Children who exhibit behaviour which requires management beyond the usual school behaviour management system have an Individual Behaviour Plan which is written and implemented by the teacher. These are reviewed frequently when first written and then as a minimum 3 times a year. When progress is evident, the plan may be withdrawn. Monitoring is via class team meetings, pupil progress meetings, Behaviour Working Group meetings and Leadership Team monitoring.

At Saxon Mount School all pupils have an Individual Educational Plan which sets out the type of provision the pupil is accessing and their learning progress in relation to that provision. IEPs are evaluated 3 times per year as part of the Multi Agency Pupil Progress Meetings, and adjustments to provision are made based upon identified needs. Progress is also rigorously and systematically monitored throughout the year, using teacher assessments and formal testing with outcomes shared with all staff. Learning leaders identify pupils who are at risk of underachievement in their area and formulate a response to the identified need.

Behaviour plans are in place for those pupils who require additional support and provision, as identified through data analysis. These plans are monitored and reviewed through the Multi- Agency Pupil Progress Meetings.



## **Annual Reviews**

Pupils have a statutory review yearly for their EHC plan to which they, their parents/carers and any relevant other persons such as social workers are invited. Pupils are encouraged to contribute their views. Parents/carers are also given the opportunity to present and have their views about their child's progress at the school recorded at the Annual Review.

## **Other SEN Support**

Both schools are committed to developing and maintaining good ASD provision and part of this process would include regularly auditing and reviewing the environment, teaching and learning and behaviour management of all pupils with ASD.

ADHD - some of our pupils are assessed as having ADHD. The school supports the management of this by providing facilities for arranging medication and liaising with the medical services as required.

Learning Difficulties – all of the children at the schools have learning difficulties. The curriculum is designed to be suitably differentiated to be accessed by pupils who have varying levels of ability, enabling them to achieve success in their learning.

Family Work –Teachers and class teaching assistants have phone contact, email and in some cases may complete a home-school communication book (all Torfield pupils and Saxon Mount AS Facility pupils).The schools also have a PIC (Parent information Contact) on each site available to give support and advice to parents. As part of the Additional Support Provision, we have safeguarding staff responsible for working very closely with families and other agencies in supporting vulnerable pupils or pupils at risk. Torfield School offers a comprehensive Family Support Programme including training in Autism and associated areas such as Challenging Behaviour and Communication.

## **Staff Training and Continuous Professional Development**

The Senior Leadership Team has responsibility for staff development. Staff training is decided by a process of matching information collated from Performance Management meetings, with school led needs as indicated by the School Development Plan. There is a programme of INSET provision and in addition to this; individual staff members attend training /CPD sessions as appropriate.

Teaching Assistants are encouraged to attend relevant courses. They meet with their line manager during the year to discuss development and training needs. They also participate in the essential C.P., Team Teach and First Aid training. A programme of development and training is offered through regular meetings and INSET.

## **Links with other agencies**

- The Educational Psychologist Service works with staff and pupils and assesses pupils, providing statutory services where necessary.
- CAMHS support some of the pupils at the school and link with key members of staff to share information about the child.
- ESBAS has good links with the schools and is available for work with pupils and parents, particularly to support with attendance.
- The schools maintain links with pupils' Social Workers, when they have one and with the LAC team including respite care staff. A member of the school's Additional Support staff will represent the school at most of the LACs and PEPs for the pupils.
- East Sussex College Hastings has close links with Saxon Mount School providing taster sessions, and ultimately, courses for some pupils
- Plumpton College links with Saxon Mount School and provides courses for pupils (Ivyland Farm) who are interested in this area post 16. The school also has close links with Littlegate Farm and a wide range of other providers to ensure that appropriate pathways are identified for pupils as the leave school.
- Sensory Services links with the schools to support pupils with visual or hearing impairments.
- CITES provide SaLT, PT and OT support as required.
- FISS has provided support for some pupils with significantly higher levels of need and their families and liaises with key staff in the school.
- The schools have access to a Police Prevent Officer who can work closely with the school in supporting targeted pupils and offering advice to school staff.
- The Special School Liaison Officer (linked social worker) attends Multiagency meetings and provides a link with Social Care agencies.

## **Parental Links**

Parents / carers are welcome to contact and / or visit either school and to discuss any worries or problems.

The schools hold at least 2 parent / carer consultation evenings a year for pupils which are in addition to the Annual Review meeting. Each school also provide additional opportunities to meet teaching and support staff prior to transition. Each school also have PICs, Parent Information Contacts.

## **Mainstream Links**

Saxon Mount School links closely with feeder primary schools during transition. The school also has good links with neighbouring secondary school, St. Leonards Academy. Torfield links with feeder nurseries during transition and feeder primaries where there is a transfer. On occasions, some of our pupils have opportunities to attend lessons in mainstream schools. This

is dependent on the needs and interests of the pupils involved. Pupils have also taken part in projects with local schools including business, Enterprise groups, work related learning and sporting events and music performances. The schools have also been involved in areas such as providing INSET for mainstream schools for example in training Teaching Assistants or taking part in cross-phase liaison meetings in the local schools cluster group. Torfield also run ASD training sessions and Saxon Mount have recently delivered ASD Safeguarding training to all of the DSLs in the local authority through the East Sussex safeguarding conference.

Saxon Mount School has links with the local FE Colleges and their SEN staff, both through taster courses and by arranging pupil visits prior to transition.

Torfield has links with mainstream schools for moderation and assessment, SENCo networking meetings, plus bespoke training or support.

## **Transition**

Both schools have a thorough process to support transition into the schools, from other feeder schools and nurseries or mid-year. Torfield staff visit pupils in their home or nursery before they start in their Reception Year. Wherever possible all potential pupils are visited in their current school or nursery prior to their placement commencing, Consideration of the pupil's SEN, especially for pupils with ASD is carefully planned for, with the use of photographs and initial visits, before joining the school. Some of our pupils who are identified as especially vulnerable, may well benefit from initial part time integration, before attending full days. Our Additional Support team is also available to provide additional support at this critical phase in a child's schooling, which can include providing pictures, symbols and further visits around the school. At Saxon Mount pupils can have time in the blue room to enhance orientation and reduce anxiety.

## **Pupil Views**

Pupil views are actively sought through SLT questionnaires and at Annual Reviews, plus at LAC/PEP meetings for pupils in care. The School Council also provide opportunities for pupil voice to be taken account of.

## **Data Protection and GDPR**

Education Health Care plans are kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the young person, except for specified purposes or in the interests of the child/young person.

(9.211)

See our Data Protection policies for more information.

## **Evaluation Process**

Every year the Senior Leadership Team reviews its policy on SEN. It evaluates the educational needs provision for the pupils and endeavours to identify areas which can be strengthened and improved or developed.

Chair of AAB ..... Date.....

Executive Headteacher..... Date.....