



**ruskinmill**  
clervauxgardenschool

# Special Educational Needs and Disability Policy

Last updated: May 2019

## Context & Philosophy

Ruskin Mill Trust provides students with holistic learning by role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment with pathway support onto further education bespoke to the individual student.

Since 1987, the Trust has developed its unique brand of expertise working with young people with complex behaviour, and learning difficulties and disabilities including the autistic spectrum and conditions. Our provisions offer both day and residential placements and we accept admission applications all year round.

Clervaux Garden School is a unique and exciting school. Nestled on our 100 acre biodynamic farm, our Steiner-inspired holistic curriculum provides the skills, experience and character necessary for young people aged 10-19 years old with complex needs to flourish and thrive in modern society. Our school is a place of therapeutic learning and growing which brings together hand, heart and head to support personal development and progression

## Our Vision

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

## Our Values

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

## Signed:



Helen Kippax  
Board of Trustees

Date:  
31<sup>st</sup> May 2019



Gavin Copland  
Executive Headteacher

Date:  
31<sup>st</sup> May 2019

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## 1. Overview

- 1.1 Clervaux Garden School is a specialist provision for students with complex needs including ASD, ODD, ADD, ADHD, attachment disorder, sensory processing difficulties and learning difficulties. Clervaux Garden School provides education for students from Year 6 to Year 13. The school is committed to providing an appropriate and high quality education to all of our students.
- 1.2 We provide a broad and balanced curriculum for all our students with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to a maximum integration commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources.
- 1.3 The SEND Code of Practice 2014 describes 4 broad categories of need;
  - ☒Communication and Interaction
  - ☒Cognition and learning
  - ☒Social, emotional and mental health difficulties
  - ☒Sensory and/or physical needs
- 1.4 Clervaux Garden School offers full time education within a specialist setting for children who have Education, Health and Care Plans (EHCP) for a range of identified needs.
- 1.5 The staff at Clervaux Garden School recognise common behavioural characteristics amongst our students and these are the major areas of need which we seek to address through our special needs provision.
- 1.6 Such characteristics include: difficulty in forming positive relationships with peers and adults; low self-esteem; anxiety; aggressiveness; emotional immaturity; egocentricity; withdrawn behaviour; fear; underachievement; difficulty with concentration; inability to express feelings; poor social skills; a reluctance to trust others; sensory processing difficulties, immature development of fine and gross motor skills, poor organisational skills and difficulties with learning. These characteristics have significant implications for the way the curriculum is presented and for the organisation and groupings within the school.
- 1.7 It is the broad aim of the school to support a student working towards reaching his/her personal, social and academic potential. This is through the careful implementation of the Special Educational Needs Policy, which provides all students with access to the school curriculum, whilst addressing the personal and social needs of the individual.
- 1.8 It is the aim of the school to meet the special educational needs as specified in a student's Education, Health and Care Plan (EHCP) through making available the provision detailed. Progress towards achieving set objectives, which form part of every student's individual programme of educational support, is through the effective implementation of this policy.

- 1.9 As all Clervaux Garden students have been assessed and have an EHCP (or are undergoing assessment) this policy is of paramount importance and determines the nature and implementation of other school objectives, e.g. organisation, group size, content and presentation of the curriculum, resourcing, staff development and skills, links with parents and other agencies, assessment, monitoring and reviewing, etc.
- 1.10 However, the school does not see its role as merely modifying student's behaviour in school in order to provide access to the classroom curriculum, but through our provision we aim to effect a more fundamental change, which will develop the individual's personal resources and social awareness in order to cope with the demands and expectations of the wider community.
- 1.11 The primary student need for which Clervaux Garden School caters is that of either ASD or social, emotional difficulties which adversely affects learning and contributes to underachievement. In addition, many of our children experience specific areas of learning difficulty or require additional educational support because they are of low ability or have experienced other barriers to learning.

## 2. Roles and Responsibilities

The following table sets out roles and responsibilities in relation to the school's SEN policy.

Monitoring work of SEND	Headteacher
Day to day management	Headteacher
Liaising with external agencies	Headteacher
Arranging and chairing the annual reviews	Headteacher
Special arrangements for External tests	Headteacher
Designated Teacher with Safeguarding Responsibility	Headteacher
Deputy Designated Teacher with Safeguarding Responsibility	Student Engagement Manager
Member of staff responsible for managing the medical needs of students	Headteacher

## 3. Admission Arrangements

- 3.1 Commissioning agents from Local Authorities will approach Ruskin Mill Trust Regional Admissions Team where their assessment procedure has identified and issued an Education, Health and Care Plan which identifies Special Needs for those students whose needs can best be met at Clervaux Garden School.

#### **4. Accessibility**

##### **4.1 Site access, routes and surfaces**

Pedestrian access routes from the boundary of the site is via a slight slope on a gravel surface.

Designated car parking spaces are provided at the top of the slope but students transport is permitted to bring the children down the sloping drive to the buildings forecourt.

##### **4.2 Building Access**

There are two buildings. The entrances are clearly signed and easily recognisable, with no obstructions or hazards – sign boards are wall mounted. There is a level landing outside the entrance doors with the surface finish of concrete paving that does not impede wheelchair access.

Entrance hall and reception area

The reception desk is easily identifiable and wheelchair accessible. There is a clear approach and manoeuvring space in front of the desk and the flooring is slip resistant.

##### **4.3 Internal doors**

The doors are varnished timber with contrasting painted frames. Fire doors have been fitted with hold open devices and close on activation of the fire alarm.

##### **4.4 Corridors and lobbies**

Projections in to the corridor, such as radiator covers and firefighting equipment have contrasting colours.

The floors are level and have slip resistant surfaces.

##### **4.5 Provision of toilet accommodation**

Two wheelchair accessible gender neutral type toilets are provided, one in each of the buildings. The locations do not compromise the privacy of users and are located on accessible routes that are direct and obstruction free.

#### **5. Resources**

- 5.1 The school receives funding according to the needs of the students. Funding from commissioning Education Authorities is for each individual student and commensurate with their individual needs.
- 5.2 Our fundamental resource is that of higher levels of staff support rather than the provision of specialist equipment.
- 5.3 Students are taught in class groups of approximately 5 students with a class teacher and one specialist teaching assistant. This ratio is managed to meet the often changing emotional needs of students.
- 5.4 The level of support provided for each student will be regularly discussed with parents/carers at review meetings.
- 5.5 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- 5.6 Training needs of staff are identified through the school's self-evaluation process and the performance management process.
- 5.7 All teachers and support staff undertake induction on taking up a post and this includes explanations of the systems and structures in place to meet the needs of this group of children and their complex needs.

## **6. Specialist Expertise**

- 6.1 In respect of meeting the needs of students with significant and complex SEN our provision offers small class groups with comparatively high staff/student ratios, along with an experienced staff team of teachers and specialist teaching assistants. We aim to foster a nurturing approach across the whole school.
- 6.2 Teachers and teaching assistants are experienced in meeting the needs of students and all staff are trained in Management of Actual or Potential Aggression (MAPA) training provided and quality assured by the Crisis Prevention Institute and accredited by the British Institute for Learning Disabilities (BILD). This training is delivered by certified in-house instructors from within Ruskin Mill Trust.
- 6.3 Clervaux Garden School provides all children with access to the services of a school counsellor and make referrals to educational psychologist's where it is considered necessary or helpful.
- 6.4 Staff are trained in developing children's fine and gross motor skills through a regular programme of activities and at meeting the sensory needs of individuals in the classroom.
- 6.5 A number of other therapies are available to students on an individual basis dependent on their identified needs.

- 6.6 In addition to the Steiner-inspired curriculum we provide a social skills curriculum which encourages independent learning and behaviour management support for all students. The needs of individual learning/teaching styles are taken into account to ensure full access to the curriculum.

## **7. Supporting Students and Families**

- 7.1 A positive partnership between parents/carers and the school is essential if educational progress is to be made.
- 7.2 This involves a shared understanding and a consistency of approach, which is vital to the positive development of the individual child.
- 7.3 The objectives of the student's programme of educational support agreed during the admissions process and at the subsequent annual reviews are a commitment between the parents / carers and the school. This partnership is fundamental to success.
- 7.4 Students receive an annual report each year which evaluates outcomes in all areas of the curriculum with targets for the new academic year set. Parents / carers are invited to discuss the report with the class teacher and / or senior staff.
- 7.5 Termly parent/carer consultation evenings are organised and parents/carers are encouraged to attend, along with their child, to look at their child's work, review their progress, celebrate success and discuss any concerns.
- 7.6 The class teacher will keep parents/carers informed of their child's progress, if requested, by telephone.
- 7.7 Home visits are made by school staff if appropriate or requested by parents/carers.
- 7.8 Clervaux Garden School also offers parents/carers frequent information sharing sessions where staff share expectations, provide an opportunity to discuss the curriculum and help the parents/carers to understand how to help their child at home with reading, homework etc.
- 7.9 Review meetings or case conferences may be held at any time during the school year if called for by the school or parents/carers.

## **8. The Annual Review Procedure**

- 8.1 A date is set at the beginning of the school year for the annual review ensuring it is compliant with previous reviews. The commissioning LA's are informed of the date and time of annual reviews with an open invitation to attend all review meetings.
- 8.2 Three weeks before the set date for the annual review a letter is sent to parent/carers and any professionals involved with the student to the meeting.

Follow up phone calls are made to all parents /carers once week before the meeting and a reminder is sent home via the transport assistant the day before.

8.3 The Student Engagement Manager contacts the parents/carers and helps to arrange transport if necessary.

8.4 The following information is collated for the review meeting:

The latest end of year school report;  
The latest individual education plan;  
Details of any interventions;  
Details of any use of physical intervention;  
Up to date progress data;  
Record of attendance;  
Assessment reports (sensory, EP, speech & language etc) where appropriate;  
Therapy reports  
Medical reports;  
Written parent/carer views  
Student's views;  
Other relevant reports or information.

8.5 Parents/carers and all professionals who are currently involved with the student receive an invitation to attend the review. If professionals are unable to attend they are invited to submit a written report in advance of the review. Professionals involved may include:

Occupational therapist  
Consultant psychiatrist (CAMHS)  
Local Authority SEND officer  
SENDIAS  
Counsellor  
Educational Psychologist  
Social Worker  
Mental health worker  
Health Visitor  
Home to school liaison officer

8.6 If parent/carers are unable to attend the review on the date or time offered every attempt will be made to agree a mutually convenient time and date. In this case parents/carers will be offered support via the home/school liaison officer. If parents/carers are still unable to attend then issues that need to be raised will be discussed over the telephone and parent's views can be recorded by the member of staff. Every effort will be made to enable parents/carers to attend the review.

8.7 The Office administrator coordinates the review process and either the Head teacher will chair the meeting.

8.8 Following the review meeting the papers are duplicated and forwarded to the commissioning LA;

8.9 The decision to amend the EHCP is made by the commissioning LA although the school may make recommendations based on evidence presented;

When the commissioning LA has received the review papers and no changes are necessary they inform the school in writing and the student's review papers are filed in the child's confidential file;

When changes are made to the EHCP the commissioning LA informs the school in writing and the amended plan is forwarded to the school and filed in the child's confidential file.

## **9. Individual Education Programmes**

9.1 Within the classroom students who have experienced failure in mainstream school and are underachieving because of their complex additional needs or have additional learning difficulties, are given the opportunity to experience success and deal positively with failure.

9.2 Objectives set at the post admissions meeting or Annual review form the basis of an individual programme of educational support; individual education plan (IEP).

9.3 In respect of learning needs students attainments in the basic subject areas of reading, spelling, writing and numeracy are tested and recorded. This assessment and on-going assessments provide objective information against which student progress can be measured.

9.4 The IEPs are monitored termly by class teachers and the Head teacher; each term the class teachers evaluate targets with the student and their parents / carers receive a copy. It is recognised that the acquisition of good basic subject skills is important in enabling access to the curriculum.

9.5 Higher ability students are identified and recognised on their IEPs so that information is readily available for future teaching staff to ensure their academic needs are met and they are suitably challenged.

## **10. The Presentation of the Curriculum**

10.1 It is this area which makes Clervaux Garden School fundamentally different to other schools. The broad curriculum at Clervaux School is delivered through a well-defined structure with clear expectations. The school is small with a high staff: student ratio. The organisation of the school and the classes are a prime consideration in meeting the special needs of our population.

10.2 An emphasis on learning in the outdoor environment (gardening and animal husbandry) and access to practical skills therapeutic education (PSTE) enhances the student's access to a curriculum that meets their academic needs alongside their social and emotional needs.

- 10.3 The school will eventually have seven class groups. The criteria for students in class groups are based upon a number of varying factors. These include emotional maturity, academic ability, age and other factors including the special needs of the individual.
- 10.4 The school day is carefully structured from when the student arrives in the morning until they are collected by their transport in the afternoon. All activities are supervised by staff and there are opportunities for supervised free play during breaks and lunch times. PSTE activities are delivered each day, animal husbandry also takes place each day and two half days per week will be engaged in land work.
- 10.5 All students participate in lunchtime activities, which are enjoyable whilst providing the opportunity for constructive play and the development of social leisure skills. Such controlled activity is not only instructional, but is also a good preparation for afternoon school.
- 10.6 Movement around the school is carefully controlled and supervised, which is partly to help in the development of appropriate school routines, and partly to gradually teach the children to become independent.
- 10.7 The most significant behavioural characteristic of our students, especially when they are admitted to Clervaux Garden School, is a difficulty in the ability to work or play co-operatively. Therefore it is necessary for classroom organisation to address this need by allowing the student to function both as an individual and as part of a group. In classrooms students worktables/stations are organised to allow the child to focus upon the academic task with minimal distraction. There will then be carefully structured times when students are brought together to work in pairs or in larger groups in order to meet these social needs in a controlled manner.
- 10.8 The ability to work and play co-operatively with adults and peers in a group situation is a significant indicator of progress for students. The different organisation of the classroom setting within the school permits an opportunity for this development.
- 10.9 When students begin to take more responsibility for their own behaviour and learning they will move to a situation where there is more flexibility, both in the presentation of the curriculum and the organisation of the classroom.

## **11. Inclusion**

- 11.1 Clervaux Garden School is fully inclusive and students have the opportunity to take part in the full range of lesson and curriculum activities. On entry to our school, some students have large gaps in their learning due to missing out on specific activities and learning opportunities through intermittent or part time attendance or as a result of fixed term exclusions whilst in the mainstream environment.

- 11.2 We aim to ensure these gaps are narrowed as quickly as possible after entry through assessment of need and subsequent planning.

## **12. Transition/transfer**

- 12.1 When a student reaches the end of their time with us, a transfer to an appropriate provision will be arranged following the final annual review and transfer meeting – planning of this starts in the Autumn term of each new year.
- 12.2 When this school is identified by the commissioning LA Special Needs Assessment Panel, the admissions assessment procedure has concluded, the placement offered and agreed to by the parents / carers, Clervaux Garden School will make transition arrangements including visits, transfer of information, etc.

## **13. Complaints**

- 13.1 If parents/carers have any concerns about the provision of education at Clervaux Garden School it is hoped that such matters will be taken up initially with the class teacher, the Student Engagement Manager or the Head teacher.
- 13.2 If parents/carers feel that they need to complain about educational provision at Clervaux Garden School they are requested to follow the guidance on Ruskin Mill Trust website.
- 13.3 This complaint will then be dealt with through the RMT Complaints Policy.

## **14. Outside Agencies**

- 14.1 The school works in co-operation with all agencies that are involved in the welfare of the child, for example children's services, the PCT, the LSCB and CAMHS.
- 14.2 It is our general philosophy that if progress is to be made with children with severe and complex difficulties, then it is important to deal with the whole child rather than just the child in the classroom.

## **15. Bullying**

- 15.1 Clervaux Garden School addresses all acts of bullying proactively by-
- Supporting staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensuring that students are aware that all bullying concerns will be dealt with sensitively and effectively, that students feel safe to learn and that students abide by the anti-bullying policy.

Reporting back to parents/carers regarding their concerns on bullying and dealing promptly with complaints. Parents/carers in turn support the school to uphold the anti-bullying policy.

Seeking to learn from good anti-bullying practice elsewhere and utilising support from Local Authority's and other relevant organisations when appropriate.

## **16. Reviewing the Policy**

- 16.1 This policy will be reviewed by Clervaux Garden School SLT and the members of the Board of Trustees.

## **17. Related Policies**

Clervaux Accessibility Plan  
Admissions Policy  
Policy for supporting students with medical conditions  
Complaints Policy  
Anti-Bullying Policy

## **18. Public Sector Equality Duty (Equality Act 2010)**

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment