

## Home Tree School SEN information report

### SEN conditions of students on role:

#### Pupil Profile

- Pupils aged 12-18 years
- Ongoing mental health difficulties
- Additional complex needs (ASD, Attachment Disorder, ADHD, Depressive disorders, emerging personality)
- Known by Child and Adolescents services
- Mental Health Services (CAMHS)
- Students are either;
- Day Students with mental health and links to CAMHS
- Residents at Cambian Meeko House.
- May have significant gaps in their education.
- Require additional support with examinations.

### We determine their need in the following areas;

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

### The key areas of diagnosis

#### **Specific Learning Difficulty (SpLD)**

Dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), dyscalculia and dysgraphia, ASD

#### **Moderate Learning Difficulty (MLD)**

Pupils with global delay (learning delay across all areas),

#### **Mental Health diagnosis**

Anxiety Disorders, Bipolar Disorder, Depression. Dissociative Disorders. Post-Traumatic Stress Disorder. Schizophrenia. Obsessive-Compulsive Disorder. Body dysmorphic disorder, emerging personality disorder.

#### **Emotional dysregulation**

Suicidal ideation, Self-Harm, adverse childhood experience, Trauma, Attachment disorder

Due to the medical aspect of our SEND criteria a large majority of our students have been admitted to hospital for large periods and or have been unable to access education for extensive periods. This gives an additional need of knowledge gaps and disassociated learners.

### Policies for identifying pupils with SEN/methods of needs assessment

- SEN policy
- EAL policy
- Curriculum policy

### Arrangements for consulting parents of children with SEN, involving them in their child's education

- Involvement in the review of EHCP
- Weekly reports
- Termly reports
- Termly parent evenings

### Arrangements for consulting young people with SEN and involving them in their education

- Daily keyworking
- Termly education meetings
- Weekly meetings with Senco

### Arrangements for assessing and reviewing pupils' progress towards outcomes

- Weekly target progress reviews
- Targets reviewed in each lesson by students
- Half termly target reviews
- Half termly assessments
- PEP meetings termly
- Yearly EHCP reviews

### Parent/carer and guardian

All parents are given the opportunity to work with the school in the review of the EHCP. Targets and how they are being met are sent home weekly. How we are working towards the targets is available to parents in the individual provision map.

### Arrangements for supporting pupils moving between phases of education and preparing for adulthood

#### **Empowering Students**

In addition to academic lessons, we involve students in a range of activities that provide them with life experiences.

These include various outings that the young people vote for and work towards through meeting targets.

We also involve people from the surrounding community who will do talks for the students about their life and work they do. We regularly have the mayor and mayoress attending our open day and BBQ.

Our range of enrichment lessons such as; music, art, drama and cooking, allow students the opportunity to express themselves and work on managing their emotions positively and are used as a way to develop life skills in preparation for adulthood.

#### **Providing experiences for students to excel**

Home Tree School offers a range of qualifications and skills that prepares students for their next steps. All students are fully supported to achieve the best results possible through quality teaching, tailored homework, interventions and supported study.

In addition, we provide career guidance and support that essentially helps students to reflect on their interests and aspirations, explore career options/pathways and plan for the future. Staff assist with CV writing, conducting career and job search's, completion of college or university applications and career advice. We prepare students for college visits, open days, interviews, work experience and volunteering opportunities.

We emphasise independent skills for life to prepare students to cope with issues such as finance, health, relationships, personal care and legal rights.

- Targets are set to include next steps.
- Weekly career guidance is given from KS4 onwards
- Independent career guidance is given
- All students have the opportunity to visit career fayres
- Visitors attend school to look at different jobs available.
- Work experience is arranged where possible

#### The approach to teaching pupils with SEN

- Develop learners' self-esteem, independence and awareness of, and consideration for, the feelings and the needs of others within the school and community.
- Encourage young people to positively manage their own behaviours and difficulties.
- Establish a climate within which young people and adults can interact and relate, engendering high levels of mutual interest and personal respect.
- Provide a broad and balanced curriculum that meets each learners needs, and for those with special needs, an individualised programme of support to access the curriculum and achieve the outcomes of their EHCP.
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

#### The ways in which adaptations are made to the curriculum and the learning environment of pupils with SEN

##### **Holistic Package**

- Home Tree School is part of a holistic package that integrates health, care and education in a therapeutic environment.
- Multi-disciplinary team supports school with access to occupational therapist, and therapeutic practitioners that meet weekly to discuss pupils' welfare.
- Therapy as part of the time table. (Person centred, CBT, DBT, Talk and Draw, Art and Music therapy) Where required
- Mindfulness, wellbeing, positive interaction, managing behaviour groups available
- OT centred work for independence and managing emotions through sensory evaluation.
- Holistic reports prepared for all review meetings.
- School maintains regular communication with parents / carers and social workers. There is a daily handover between home, school and parents.

- We offer a wide range of enrichment lessons that support the reintegration of disaffected learners.
- High quality pastoral care.

### **Personalised approach to helping young people adjust to the school environment**

Transitioning into a new environment can be a daunting experience for young people. We are very sensitive to this and work collaboratively with the care and therapy team to ensure that the young people feel safe, comfortable and at ease in school.

#### **We:**

- Meet young people before they come into school.
- Offer one to one support if necessary, whilst they adjust to the school environment and expectations.
- Liaise with previous and future schools to ensure continuity and progression of education as well as consistency of approach and materials at various stages. Provide outreach education to young people who are too ill to come into school.
- Provide regular meetings with tutors and reflection time.
- Provide daily one to one key working session.
- Drop in session with mental health advocate.

### **Target setting & self-esteem development**

We motivate learners to aspire by communicating high expectations through target setting and positive interactions with peers and adults that seek to encourage the development of social competence and emotional maturity.

- Individual education plans targets are aligned with education Health Care Plans (EHCP)
- These are reviewed on a regular basis.
- We follow an attachment-based behaviour management system
- Focus on emotional development is completed through specialist assessment and teaching linked to a therapeutic STEPs system.

## **Identifying and assessing pupils with SEND**

The identification of pupils with special educational needs and disabilities can be:

- on entry when specific needs are identified and recorded as part of the induction process;
- Length of time out of education will inform our integration plan.
- by staff recognition of a pupil whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a pupil who is experiencing emotional/behavioural problems;
- through discussion with professionals such as doctors, counsellors, therapists and also
- through concern expressed by parents/carers

### **How the effectiveness of the provision made for pupils with SEN is evaluated**

### **Assessment**

At our school we believe continued monitoring of each learner's progress gives a clear picture of what each learner is doing.

- It will lead to successful personalisation
- It will enrich classroom practice
- It will support curriculum planning
- It will lead to sound pupil tracking
- It will provide an evidence base for school improvement

### **We use a range of assessments:**

- Mid termly teacher assessments including QCA, Emotional literacy, SDQ
- Termly Progress reports
- Weekly Progress reports
- Target setting and Tracking
- External examinations
- Initial Screening
- Ongoing formative assessments
- Daily monitoring of education outcomes
- Specialist assessment where appropriate for exam access arrangement
- Behaviour action plans

### **Spiritual, moral, social and cultural development**

In addition to academic lessons, we involve students in a range of activities both inside and outside of the classroom.

These include trips to the cinema, museum, beach, zoo, science centres, amusement parks and historical sites.

Additionally, students at Home Tree School get opportunities to attend local community events such as the Remembrance Day Celebration.

Students also take part in physical education and sports related activities, in our outdoor space, at the gym, at the local park, through nature walks as well as with the fitness trainer. We organise various events for students to build new skills and to encourage socialization through picnics, barbeques, cooking sessions, creative therapy sessions, art projects, and participation in various fundraising events.

### **Extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying**

- Robust PSHE curriculum
- High level of pastoral support
- Daily key working
- Support of OT, Therapeutic practitioners, Psychologist with weekly sessions available.
- Anti-bullying assemblies / displays

- Weekly student voice
- Termly surveys

**Ways in which the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families**

- Regular consultations with LA through LAC and PEP meetings
- Referrals for additional support through LA
- Safeguarding referrals
- Regular reports sent to social workers
- Virtual Head involvement

**Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

**Complaints**

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing.

Our full complaints policy is available from the school on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly.

Should you wish to take your complaint further or if you feel you are unable to discuss the details with the School, please contact the Director of Education via the contact details at the front of this prospectus especially if your complaint relates to the school leadership.

**Contact details of support services for parents of pupils with SEN**

Due to having students from across a variety of counties support is given dependent on this through the virtual head allocated.

**Key staff and expertise**

<b><u>Name of staff member</u></b>	<b><u>Area of expertise</u></b>	<b><u>Level of qualification (e.g. BA (Hons), MA)</u></b>
<b><u>Melanie Higgs</u></b>	<b><u>Mental Health in education</u></b>	<b><u>BSc (Hons) Psychology, Cert Ed</u></b>
<b><u>Dr Stacey Heppell</u></b>	<b><u>Psychologist</u></b>	<b><u>HCPC Chartered Forensic and Clinical Psychologist</u></b>  <b><u>Doctorate in Forensic Clinical Psychology – University of Birmingham, 2020</u></b>

		<p><u>Postgraduate Diploma in the Applications of Clinical Psychology, Newman University College, 2011</u></p> <p><u>Bachelor of Science in Psychology – University of Lincoln, 2008</u></p>
<u>Jessica Rudd</u>	<u>Psychological welfare practitioner</u>	<p><u>Masters of Science in The psychology of Mental Health and Wellbeing 2024</u></p> <p><u>Post-Graduate Certificate in Children’s and Adolescents Psychological Wellbeing practice 2020</u></p> <p><u>Bachelor of Arts with Honours in Psycho-social studies 2016</u></p>

Named contact within the school for when young people or parents have concerns or questions

Melanie Higgs – Head teacher  
**The Cambian Group**

T: 01945 660988 M: 07702810418

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