



Hampden House SEN Information report

November 2018

This report is based on the Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2015 DFE <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> page 106 6.79

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Introduction - the kinds of SEN that are provided for

Hampden House is a Pupil Referral Unit for boys with Social, Emotional and Mental Health needs. Residential places are provided for boys whose family and/or personal circumstances impact adversely upon educational engagement and opportunities. This includes, but is not exclusive to, those whose needs may be described as *Social, Mental and Emotional Health* and *Communication and Interaction* and other conditions. Some degree of additional special need will be considered under advisement.

The PRU takes boys from KS2 (age 8) through to KS3 (age 14) across Suffolk who have been excluded or are at risk of permanent exclusion from mainstream settings. Currently there are 24 places with 12 places for boarders and 12 places for day pupils. All students are referred to us through Suffolk County Council and are taught in small classes, usually no more than 6 children with 2 members of staff.

The PRU has boarding facilities for 12 boarders from Monday to Friday afternoon.

Statement of Intent

Our aim is to provide a caring, supportive learning environment which will equip the students to reintegrate successfully into their local mainstream schools or other appropriate educational provision and their local community. Placements are often short term (2/3 terms) but can be longer depending on the specific needs of the student, in line with County Inclusion Policies.

We believe that high quality education is best achieved when the needs of each individual student – social, emotional, spiritual and educational - are considered to be paramount. Through focussing on students as individuals, we will aim to tailor challenging and enjoyable educational programmes to meet their needs directly and truly to personalise learning.

We will work with each student, their parents/carers and other professionals to understand, and work to overcome, each student's particular barriers to learning, so they can achieve their full potential within a secure and caring environment.

We will develop our capacity as a residential PRU to enhance the range of experiences available to our pupils and offer them increasing opportunities for personal, social, intellectual and physical development through both our day and residential provision. Linked to this, we will continue to work with the wider community to ensure Hampden House has a central place within it.

We believe that improving the quality of education will be an ongoing process which involves monitoring, reflection and evaluation, leading to enhancement of best practice. We embrace the use of new technology to provide new opportunities for learning and teaching.

We intend to ensure that Hampden House will continue to play a significant role in promoting the development of special needs locally and regionally

We promote politeness and mutual respect towards all members of our community and are fully committed to promoting disability equality.



Policies for young people with SEN and assessing their needs.

Policies are available for download from the PRU website <http://www.hampdenhouse.net>

Consulting parents/carers of children with SEN and involving them in their child's education

We recognise that most parents/carers live too far away from the PRU to bring their child to and from the PRU. This can mean that parents/carers can feel more disconnected from the PRU. There is a system whereby a home school diary can be set up on request. The headteacher writes to each child's parent/carer individually every week to update them on their child's progress and provide information about forthcoming events. Teachers and residential staff make regular phone calls to update them on their child. Parents/carers are also invited to events such as Sports day and Children in Need on a half termly basis.

Formal points of consultation:

- Annual review of Statement or EHCP
- 12 week review for pupils without an EHCP

We welcome consultation and discussion outside these times. Parents/carers are welcome to contact the office. Staff may not be able to take the call at that time but they will get back to you or you will be able to make an appointment – contact 01787 373583

Supporting parents/carers and families

We understand that having a child with additional needs can often be difficult. We intend to arrange some sessions for parents/carers to meet other parents/carers in an informal manner. Sometimes these sessions will have a presentation or discussion led by Hampden House staff and at other times there will be a more open forum.



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

Students are consulted and involved in their education through:

- Each residential student is allocated a key worker who is responsible for supporting and meeting the child's needs
- The majority of students take an active part in their Annual Review. Occasionally it is not appropriate due to the nature of their needs.
- All students complete a 1 page profile that supports their views at the Review.
- Student voice is sought in a variety of ways, such as perception interviews, boarders meetings, key worker sessions and School Council.
- There are many activities during breaks and after school in which students have the opportunity to take part.

Arrangements for assessing and reviewing children and young people's progress towards outcomes

On admission each student will be assessed by the Lead Teacher academically and behaviourally and an Individual Education Plan will be set up which is specific to the child's needs. A range of diagnostic and/or standardised tests are used to assess literacy, numeracy and social skills and appropriate education programmes are drawn up. Targets are set for each student and are reviewed half termly by the class teacher and support staff. Students follow a timetable based on the National Curriculum, including daily English and Maths lessons and a range of other subjects.

Student Assessment data is gathered on a half termly basis, and each child's progress in reading, spelling and mathematics is formally tested every term. Samples of pupils work in English and Maths are assessed and moderated half termly and termly in other subjects to ensure progress is being made. The progress is discussed at parents/carers events and annual reviews.

Class teachers, support staff and care staff all monitor the progress of students. If they are concerned about progress they will discuss this with other members of staff and interventions will be agreed.

In addition an Individual Risk Assessment/Behaviour Management plan will also be set up for each student.

The importance of self – esteem and the central part it plays in the positive development of the individual underpins the support provided at Hampden House. Progress will also be measured through the student's ability to integrate socially both in and out of the PRU setting. To this end Boxall assessments are conducted on entry and after 12 weeks to assess progress.



Identification, Assessment and Provision of SEN

Identification of SEN

Hampden House is committed to early identification of SEN and adopts a graduated response to meeting SEN in line with the SEND Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements and triggers for School Support are used for the identification of SEN.

The four broad categories of need as detailed in the SEND Code of Practice 2014 are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and / Physical needs

It is often the case that students have missed large amounts of school upon entry to Hampden House and thus may have limited evidence of ability or difficulties. The principle sources of information for identifying students SEN are:

- Information from parents/carers
- Statements/ EHC plans and other records of SEN and provision from students previous schools
- Information from Local Authority Officers
- Information from previous school and education provider
- Liaison with external agencies involved with individual students such as Social Care, Speech and Language Therapy, Occupational Therapy, Nurse Practitioners, BSS, CAMHS, etc.
- Assessments - base line, wide range of reading, numeracy, writing, spelling tests, on line assessments on entry
- Boxall assessments on entry
- Placement plan for boarders

Procedures for implementing EHC plans

A referral for an EHC needs assessment may be requested by the child's parents/carers, PRU staff or someone acting on behalf of the child or anyone else acting in the interests of the child.

A referral from Hampden House will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This should ideally be done with the knowledge and agreement of the parent/ carer. The referral will be as laid down in the SEND Code of Practice 2014 and will be subject to an Annual Review.



Reviewing EHC plans

This will involve at least an annual meeting with parents/carers to discuss and review the outcomes agreed in the EHC plan and to set new targets and respond to any changes in progress or circumstances. This will take the form of a Person Centred Review and will take place on an annual basis or more frequently if the child's needs or circumstances change. From Year 9 the annual review includes the development of a transition plan. This is drafted in consultation with the student and their parents/carers/ carers and the focus will be on the need to provide opportunities to experience the world of work and prepare for future training or employment.

Arrangements for supporting moving between phases of education and in preparing for adulthood.

As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We understand that students moving class, Key Stage or school can feel anxious. For all new students to the PRU we offer transition arrangements that include staff visiting new pupils in their present school, visits to Hampden House with parents/carers and often with staff from the school and taster sessions.

When it is time for a student to move from Hampden House to mainstream provision we work closely with the receiving school and parent/carer, sending our staff to work with the student so they make a structured and supported integration.

Occasionally teachers and other professionals may feel that Hampden House is not best meeting the needs of a student. This will be discussed with parents/carers at an early stage. If there is agreement the PRU may work with the Local Authority to plan more suitable provision. Where a student is to move from the PRU to alternative provision we will work with the new placement to provide opportunities for safe and supported transition.

Approach to teaching children and young people with SEN

There are many approaches that Hampden House staff will use and they are always on the lookout for the latest research and innovative ways of engaging and teaching. There are some basic characteristics of teaching at Hampden House:

- Small classes usually 6- 8 students.
- High ratio of staff, usually 1 teacher and 1 support assistant per class.
- Differentiation of the material so that those more able are stretched and those who need more time to consolidate are equally catered for.
- Small steps in learning are planned so that students can feel that they are successful in learning.
- Targeted one –to - one and small group intervention to support literacy and numeracy.



- Consolidation/repetition of learning, but usually in a different context or situation that give students the opportunity to demonstrate they have learnt or require more support.
- Assessment which is ongoing, consistent and provides feedback for the next steps in learning.
- Equality of access to the curriculum and activities. We have a can do attitude and work to support students engaging with everything the school does including sports and trips/visits.

Adaptations that are made to the curriculum and the learning environment of children and young people with SEN

Staff review the curriculum regularly to check its appropriateness for the students. The philosophy is one of “stage not age” where we aim to deliver the curriculum that is most appropriate for their current learning needs.

The curriculum has a strong emphasis on developing life skills which has been further enhanced by the introduction of the ASDAN qualifications across a range of subjects and in residential activities:

- Reading and writing, functional literacy.
- Maths, functional numeracy - especially telling the time and use of money.
- Independence, developing ways to do more for themselves and keep themselves safe.

The PRU was purpose built as a Residential facility as a County wide resource and admits students from all over Suffolk.

All classrooms have interactive whiteboards.

Specialist facilities and equipment:

- Food/ Science/ Art room
- Student Computers in all classrooms
- Nurture classroom with fitted kitchen area and outdoor learning area
- Outside play areas – Hard surface and field
- Outdoor classroom
- Student Support Room



Residential Provision

Hampden House is the only PRU in Suffolk with its own residential provision. There are 12 beds available Monday to Thursday night. Most students board all week but some are day students, and others combine boarding with returning home during the week. Each boarder has his own room. Boarding is identified for specific purposes which are many and various but include:

- Supporting engagement with learning away from the adverse impact of home and/ or community life.
- Work on independence and life skills.
- Supporting personal hygiene and care.
- Supporting engagement in extra-curricular and social activities – swimming, cinema trips, cookery, ten pin bowling, etc.
- Supporting attendance.
- Are in the care of the Local Authority and need some additional support.

Further information about the residential provision and the offer can be found on the PRU website <http://www.hampdenhouse.net>

Expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

Hampden House caters for a diverse range of learning needs. As such, staff have a broad range of skills to work with students. All staff are experienced, suitably qualified and competent to meet the children's needs. All staff receive ongoing training through professional development days and through the Appraisal system they can access other relevant areas of training. The School Development Plan sets out the main themes for training of staff. Where a new condition or need arises training is delivered to staff as appropriate.

Training may be:

- In house, as part of ongoing work
- During staff meetings
- During Professional Development Days
- Locally sourced within the county
- National training



Additional and specialist expertise that are accessed by staff:

- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Disability nursing team
- LA specialist advice
- Youth Support service
- Priory School (SEN Academy)

Evaluating the effectiveness of the provision made at Hampden House

Hampden House has robust systems at all levels to reflect on and evaluate the effectiveness of the provision. This runs through from teachers to middle management, senior leadership and governance.

Management Committee members are well trained and informed and includes experienced education professionals.

The Management Committee receive reports including termly detailed reports, School Self Evaluation, and the School Development Plan.

The Management Committee engages consultants as appropriate to provide it with impartial advice. Most notably this is to support the Performance Management of the Headteacher.

How are students enabled to engage in activities?

There is a broad range of opportunities available and careful consideration is given to ensure that there are physical activities and those which cater for students who do not enjoy physical activity. The curriculum is supported with many educational visits. These are mostly local opportunities and where activities/ visits are directly associated with the curriculum they are provided at no charge.

Where activities are “enrichment” (that is to say, in addition to the core offer that is provided as part of the national Curriculum) parents/carers may be asked for a contribution. Please see our Charging and Remissions Policy

We are committed to offering a range of activities and visits to our boarding students which are also regularly open to our day boys. Examples of these include:



- Sporting competitions (football, swimming, etc)
- Canoeing
- Sailing
- Horse riding
- Swimming
- Orienteering
- Den Building
- Cadets/ Cubs
- Fishing
- Crabbing
- Arts and Crafts
- Day Trips (Jimmy's Farm etc)

Support for improving emotional and social development.

All students receive PSHE (Personal Social Health Education) The small class size means that all staff have time to really “get to know” students and support them as appropriate.

All students have access to a BACP accredited counsellor who is available on site every week. We also offer Drawing and Talking therapy and 1:1 sessions on emotional literacy

There is a clear system for referring students for further support. Initially in house support, which may include additional mentoring time with the key worker, time with the counsellor, and support from the Student Support Team.

All staff are vigilant for the signs of bullying and this is taken very seriously at all levels. Staff meet twice a day for briefing and de briefing to ensure that student concerns are shared and appropriate support and consistent strategies are put in place in a timely manner.

How the PRU involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations.

Hampden House works very closely with other professionals. Safeguarding is of the highest concern. All the Senior Leadership team take active roles to ensure robust safeguarding measures and procedures are applied consistently. The Health and Social Inclusion Manager takes the lead role in liaising with social care.

The Headteacher is the designated teacher responsible for Children who are looked after (CLA) and he ensures that these students are not disadvantaged and that regular reporting to the Virtual Head takes place.



Arrangements for handling complaints

Hampden House wishes to resolve issues at the earliest possible point and Senior staff are available for appointments if parents/carers wish to discuss anything.

In the unlikely event that issues cannot be resolved the PRU has a complaints policy and procedure that can be downloaded from the website. <http://www.hampdenhouse.net>

Key Contacts - Senior Leadership Team

Mr Graham Alcock Headteacher

Mrs Jane Hartley Health and Social Inclusion Manager

Mrs Wendy White Lead Teacher / SENCO

Mrs Sarah Chesterton Head of Care

Hampden House telephone number - 01787 373583 admin@hampdenhouse.org.net

Adopted by the Management Committee:

Signed:

Date:

Chair of Management Committee

Review date: November 2019

Member of staff responsible for review: SENCO