



Outcomes
First Group

3Dimensions 

SEND Policy

Introduction

All children have a right to education and children that have special educational needs will require a special educational provision to be provided for them. Children who have a special educational needs and or learning disability will:

1. Have a significantly greater difficulty in learning than the majority of children of the same age or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
3. Are under compulsory school age and fall within the definition at 1 or 2 above or would so do if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All staff at 3 Dimensions school are committed to delivering a Holistic education, that is nurturing fun and therapeutic with the emphasis on enabling each child to reach their full potential. Most of our students arrive with huge gaps in their learning due to Poor attendance and exclusions from previous schools and our job is to help them re-engage with learning and enabling them to feel safe enough to fail. Developing Self-worth plays a big part in this.

Overall Aims of the school

We are an independent special school for pupils aged between 7-25, providing a differentiated education to all of our pupils.

Our whole curriculum is written to meet the individual needs and interests of each pupil with SEN and we aim for each and every one of our pupils to achieve their full potential.

There are four broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

At 3 Dimensions School every child matters. We provide challenging, motivating and stimulating learning opportunities which enhance success and personalise the students learning. We focus on positive emotional health and well-being to ensure success for each pupil.

This is achieved through a whole team commitment to strive towards the following outcomes:

- To motivate our students to engage with the learning process
- To promote a positive attitude towards learning, so that our pupils enjoy coming to school and acquire a solid basis for lifelong learning
- To enable pupils to be creative and develop their own thinking
- To help our students understand Britain's cultural history and values
- To help our students understand the importance of truth and fairness, so they develop an understanding and commitment for equal opportunities for all

- To enable our pupils to develop the skills and knowledge required to be positive world citizens in our society
- To enable our students to develop respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To ensure learning occurs throughout the day, life skills and community participation skills are fundamental parts of our curriculum
- To encourage pupils to accept responsibility for their behaviour
- We aim to help every young person to acquire the life and social skills to move to a more independent and positive future
- To continuously monitor the progress of pupils to shape and inform teaching and setting of the curriculum
- To continuously monitor and evaluate the strategies in place to support and help the pupils to overcome the barriers to their learning
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for young people with SEN
- To make reasonable adjustments for disabled pupils

Aims of the curriculum

- Long and medium term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Adaption and individualisation of the curriculum begins at this stage of the planning process.
- Teachers plan for each child as an individual, and will assess, plan, deliver and review each lesson, ensuring that the learning objectives for each session have been met, to identify any misconceptions, and to identify what skills, resources and activities are going to be used in the following lesson.
- The curriculum in our school is designed to be flexible and fluid ensuring accessibility and learning opportunities for all pupils. We adapt the curriculum to meet the needs of individual pupils in response to evaluation of their learning and engagement with the subject; Individual Education Plan targets and accommodate therapeutic input.

Contact with parents and carers

We actively encourage a strong partnership between home and school and involve parents and carers as much as we possibly can. New pupils and their families are invited to visit the school and meet the Education manager and staff. Parents and carers are kept fully informed of the provision that is being made for their children.

Daily handover reports are provided through email and contact with teaching staff is available when needed. Reports if needed are sent home. Parents and carers are invited to ILP meetings; Annual reviews of either statements or EHCP, PEPs and LAC reviews (where applicable).

The Head of School builds positive and supportive relationships with parents and carers.

Therapeutic input.

Therapy is an essential driver of our pupil's progress and is organised on individual need basis. The therapies provided include:

- Speech and language therapy
- Occupational therapy
- Wellbeing
- Nutrition / Sensory Input
- Child and Adolescent Mental Health therapy (CAMHS)
- Mindfulness

Supporting pupils with medical conditions and physical disabilities.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case, we will comply with our duties under the Equality Act 2010. These needs will be referenced in their personal Risk Assessment for all relevant staff to access. We also have an accessibility plan outlining our commitment to continually improving our facilities to support those with disabilities.

Many of our pupils have a diagnosis of Autistic Spectrum Disorder. The three main areas of difficulty which all people with an ASD share are known as the 'triad of impairments'. They are:

Difficulty with Social Communication

- People with autism have difficulties with both verbal and non-verbal language. Many have a very literal understanding of language, and think people always mean exactly what they say.
- They can find it difficult to use or understand facial expressions or tone of voice; jokes and sarcasm; common phrases and sayings.
- Some people with Autism may not speak or they have limited speech. They may use an alternative means of communication, such as sign language or visual symbols to support language and communication.

Difficulty with Social Interaction

People with autism often have difficulty recognising or understanding other people's emotions and feelings, and expressing their own, which can make it more difficult for them to fit in socially.

- They may not understand the unwritten social rules that neurotypical people use without thinking.
- They may appear to be insensitive because they have not recognised how someone else is feeling
- They may prefer to spend time alone rather than seeking out the company of other people
- They may not seek comfort from other people
- Difficulties with social interaction can mean people with autism find it hard to form and maintain friendships

Difficulty with Social Imagination

Social imagination allows us to understand and predict other people's behaviour, make sense of abstract ideas and to imagine situations outside our immediate daily routine. Difficulties with social imagination mean that people with Autism find it hard to:

- Understand and interpret other people's thoughts, feelings and actions
- Predict what will happen next, or what could happen next
- Understand the concept of danger
- Engage in imaginative play and activities
- Prepare for change and plan for the future
- Cope in new and unfamiliar situations

Our curriculum and therapeutic support, takes into consideration these needs and allows us to incorporate and plan these skills into the curriculum in order to help our pupils aim towards achieving a fulfilling life within their community and enabling them to explore their interests in order to maintain a positive identity and emotional wellbeing.

Staff receive professional development training, access to professional support forums and therapist's guidance to help empathise with and support the pupils social, emotional and sensory needs. Our therapists also carry out leaning walks and class observations of the environment and teaching approaches to continually improve our awareness and approach of our pupils needs including those that are sometimes overshadowed by their behaviours.

Monitoring the success of the SEN policy.

- On-going Teacher and Teaching Assistant observations of the young person in the daily classroom setting
- Adapted medium and short term planning by the Class Teacher to meet the young person's needs
- Records and evidence of the young person's work showing progress towards curriculum objectives
- Reports and updates of progression from Therapists
- Records and evidence of the young person's progress towards improving behaviour
- Discussion at an appropriate level with the young person about their progress
- Discussion with parents about the young person's progress
- Discussion with outside agencies about the young person's progress

