School age educational provision for children and young people with special educational needs and/or disabilities (SEND)

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Vision

We believe that the best outcomes for children and young people with high support needs, special educational needs or disabilities are secured by working together in an honest and effective partnership that includes families, the voluntary and community sector, education, social care and health. We want children, young people and their families to have a good experience of the support system, including at key transition points. We want them to be confident in the system, knowing that they will be listened to and that it will provide what is needed in a timely fashion. Children, young people and families will play a key role in decision making around the identification and meeting of their needs. Services will be coordinated around the needs of the young person and accessed through a single integrated assessment pathway and plan. We believe that the best partnership is one that considers impact, cost, fairness, value for money and realistic parameters around choice. We aim to enable every child and young person to contribute and achieve more than what they thought was possible.

Purpose

This document seeks to lay out in a clear, transparent and accessible format, the local educational provision for children and young people with SEND in Surrey. This is so that children and families can know what they might expect to find in terms of educational provision across the county. In addition to this countywide offer, each individual school has published (to its website) further details of its own unique offer.

Educational provision and the SEN Support offer in mainstream schools

The majority of school aged children with SEN and/ or disabilities attend a school in their local community. Schools are expected to provide a school based core SEN support offer for every young person with identified additional needs, with no requirement to apply for statutory assessment for an education, health and care (EHC) plan. This supersedes the statement of SEN. Further details about the core SEN support offer can be found in the “Right Provision at the right time” document.

The Government provides funding to schools to allow for the provision of the school based SEN support. However, if any individual appears to require more resources to meet their needs than this base funding level provides, an application may be made to secure further funding. This is the process known as statutory assessment. If this multi-agency assessment process identifies that further resources are indeed required in order to successfully meet needs, then an EHC plan will be written for the child, stating how much additional funding will be provided, in order that the mainstream school can make the right arrangements to enable the child or young person to be successful. This funding would be for the sole purpose of supporting the individual’s progress towards their agreed educational outcomes and this would
include health and care needs which directly affect their progress. If you would like to find out more about the statutory assessment process, further details are available on Surrey’s Local Offer webpage.

Specialist centres at mainstream schools

Across the county there are a range of specialist centres which are located within mainstream schools. The purpose of these centres is to support children and young people with SEND, who benefit from learning with their peers in mainstream classes, but who are unable to make necessary progress without the additional support of some withdrawal for personalised teaching and learning in smaller groups in the specialist centre. Some centres specialise in making arrangements for pupils with sensory impairments; some in specialised support for pupils with learning difficulties, including those with additional autism or speech and language needs; and some centres specialise in meeting the needs of children who do not necessarily have general learning difficulties, but who require additional support to overcome their communication and interaction difficulties. Each specialist centre will lay out the details of their offer on their own school website, however an overview of the provision a parent or child might expect to find at the various types of specialist centre can be found later in this document.

Admissions to specialist centres will be through the Surrey County Council SEND admissions process. Further details can be found in the document SEND admissions processes for referrals for specialist placement for school age children.

Special school provision

A minority of children have such a high level of need for special arrangements throughout the school day that their needs will be best met in a school which caters only for children with SEND. Surrey has over 20 maintained special schools and special academies, which are described in terms of meeting broad categories of special educational need. Schools then ensure that they have the optimal arrangements in place to meet the needs of their individual pupils. Each special school will lay out the details of their offer on their own school website, however the overview of the provision a parent or child might expect to find at a special school can be found later in this document.

Admissions to special schools will be through the Surrey County Council SEND admissions process. Further details can be found in the document SEND admissions processes for referrals for specialist placement for school age children.
The locations of the various special schools and specialist centres can be found at the following links:

- Map of Special Schools for Severe Learning and Development Difficulties (SLDD).
- Map of Special Schools for Learning and Additional Needs (LAN).
- Map of Special Schools for Communication and Interaction Needs (COIN).
- Map of Special Schools for Complex Social Communication Needs (CSCN).
- Map of Special Schools for Social Emotional and Mental Health (SEMH).
- Map of Specialist Centres for Sensory Impairment, including hearing and vision impairment.
- Map of Specialist Centres for Learning and Additional Needs (LAN).
- Map of Specialist Centres for Communication and Interaction Needs (COIN).

Sometimes there may be insufficient vacancies in Surrey state-funded special school provision or there is no Surrey state-funded provision for the identified arrangements required. In this case, a placement may be sought from non-maintained or independent (NMI) special school provider. A list of NMI special schools currently providing services for Surrey families can be found here.

The remainder of this document is now dedicated to outlining the various types and age ranges of specialist centres and special schools and the educational provision they make to meet broad categories of need.
Surrey special schools for children with social, emotional and mental health needs (SEMH) (primary)

Purpose

Surrey’s special school for social emotional and mental health needs (SEMH) (primary) provides for boys who are unable to manage the school environment successfully without a high level of targeted intervention to support their SEMH. Without such support, pupils are likely to present with significantly challenging behaviour. There may also be additional needs, such as speech, language and communication needs. Pupils will be in receipt of a statement of special educational needs or an EHC Plan. Admissions will be through the Surrey County Council SEND admissions process.

Key features of provision

- An inclusive and enabling environment based upon positive behaviour approaches.
- A personalised curriculum offer to meet the specific needs of individuals
- Small class sizes.
- Opportunities for 1:1 and small group work in a quiet environment, arranged flexibly according to individual need.
- Further appropriate provision to take account of any additional pupil needs
- An enhanced social and emotional curriculum.
- Progress towards individual outcomes are rigorously monitored and reviewed in consultation with parents.
- A strong pastoral support system with an emphasis on emotional health and well-being.
- Support from a primary mental health worker from the Child and Adolescent Mental Health Services (CAMHS).
- Experienced and well trained staff who are experienced in working with emotionally vulnerable and challenging children.

Access to the environment

- A well-structured and nurturing environment to meet the needs of young people are presenting with anxiety arising from their social emotional and mental health needs.
- Designated calming areas/safe spaces will be offered for young people who need time and space to allow for emotional self-regulation.
- Carefully planned outside spaces which provide access to provide relaxation and recreation areas.
Access to the curriculum

- Highly trained staff working with pupils and who are empathetic to the challenges faced by young people with SEMH.
- Highly structured teaching will include:
  - Opportunities to develop pupils’ tolerance to working in whole class, small groups and 1:1 situations.
  - Well managed movement between activities to reduce unstructured time.
  - Support to develop sustained engagement and attention skills.
  - Opportunities to develop in pupils problem solving skills and self-advocacy.
  - An emphasis on language enrichment to support social skills as advised by a speech and language therapist.
  - Explicit teaching of negotiation and conflict resolution skills.
  - Explicit teaching of life and leisure skills, including lunchtimes.
  - Preparation for adulthood through a focus on developing independence and life skills.

- The curriculum is built on a philosophy of meeting the holistic needs of the pupils with highly effective communication and development of independence as key principles.
- A broad and balanced curriculum where pupils can make clear progress.
- Personal, social, health and citizenship education (PSHCE) will be carefully tailored to individual needs, including an emphasis on social interaction and staying safe in the community.
- Speech and Language Therapy (SALT) and Child and adolescent Mental Health Services (CAMHS) specialists work in close partnership with teaching staff to embed the recommended interventions into teaching and learning and to monitor progress towards individual targets.
- All staff will be trained in positive behaviour management and nurture approaches.
- Physical intervention is only used to manage risk and to keep people safe. It is never used as a behaviour management technique.

Involvement of parent carers and young people

- A strong partnership between young people, parent carers, teachers and other professionals is fundamental in the planning of successful outcomes for children.
- The views of the individual will always be sought in the planning of their learning and their personal targets, as part of person-centred outcome-focused approaches.
• Parent carers are acknowledged as experts in the individual needs of their children.
• Individual plans will be co-produced with parents and any formal review of progress will place the views of parents and the young person as central to the process.

Quality Assurance

• There are regular monitoring visits by local authority representatives to monitor the progress and outcomes of pupils.
• All staff follow and evidence a robust induction and ongoing programme of continuing professional development.
• Parents/carers and pupils engagement will contribute to the ongoing review of provision.
• The headteacher of the school regularly provides detailed reports to its governors who have a responsibility for ensuring the best outcomes for the pupils of the school.
Surrey special schools for children with social, emotional and mental health needs (secondary)

Purpose

Surrey’s special schools for children with social emotional and mental health (SEMH) needs cater for boys aged 11 to 16 years who are unable to manage the school environment successfully without a high level of targeted intervention to support their SEMH needs. Pupils will be in receipt of a statement of special educational needs or an EHC Plan. Admissions will be through the Surrey County Council SEND admissions process.

Identifying SEMH needs

Pupils with SEMH needs will have severe difficulty in regulating their emotional responses. They will exhibit significantly challenging behaviour and they will find it extremely difficult to engage consistently in positive interactions with others. They may be at risk of harming themselves or others and will need regular adult support and intervention to stabilise situations and maintain appropriate behaviour. Additionally, pupils will present a range of other needs such as attachment disorder, oppositional defiant disorder, autism traits and learning difficulties.

Significant and persistent levels of non-attendance and/or exclusion will typify the cohort, while school, peer and family relationships are strained. The young person’s behaviour is evidenced as being frequent, serious, complex, disruptive and confrontational with adverse consequences for the young person both in school and in the wider community. This ultimately affects the learning and engagement of the young person and the disruption of others.

Some behaviours will be associated with a medical diagnosis for which medication may be prescribed. Speech, language and communication needs (SLCN) are also often present.

Educational progress is disrupted by their behaviour and other circumstances which make up their environment. Their capability functional range can be wide and therefore an appropriate placement is crucial to meet individual need and ensure educational and social growth.

Key features of the provision

- An inclusive and enabling environment based upon positive behaviour approaches and where class sizes typically do not exceed 5 pupils.
- A flexible, broad and balanced curriculum that is sufficiently differentiated and delivered flexibly to match specific needs and individual learning styles.
• An ethos that is safe and nurturing, where boundaries are clear and within which conflict and anxiety can be managed.
• A strong, pastoral support system with an emphasis on emotional health and wellbeing.
• Opportunities for 1:1 and small group work in an environment which recognises the specific SEMH needs of every child and which is adapted according to need.
• A language processing/comprehension programme (devised by a professionally qualified speech and language therapist) for pupils in place for pupils with additional communication needs.
• Experienced and well-trained staff who can build positive and trusting relationships with pupils and who are adept at managing challenging behaviour.
• A residential place may be offered where this is found to be appropriate by multi-professional assessment.

Access to the environment

• Highly structured teaching with regular opportunities to consolidate learning, promote pupil confidence and build self esteem.
• A well-structured and nurturing environment to meet the needs of young people who present with anxieties arising from their social, emotional and mental health needs.
• School-based individual or group counselling/pastoral support sessions will be available and supplement usual pastoral care arrangements.
• Key personnel (trusted adult) for each pupil will be clearly identified and known by all staff should the pupil be in crisis.
• Occasional access to alternative settings for specific aspects of curriculum delivery may be required for some pupils.
• Teachers are trained in strategies that are more likely to engage a student with behavioural difficulties.

Intervention and support

• Key staff trained to carry out functional analysis of behaviour.
• Personalised interventions are developed to help pupils regulate and reflect upon their emotions, develop resilience and reduce the severity of behaviour.
• Consistent adult intervention to support the delivery of a personalised, therapeutic approach to learning which ensures all necessary reasonable adjustments are identified and implemented.
• Access to a range of counselling, therapy and other mental health and social care support services for the pupil and his family. Where pupils require a structured SEMH management programme in conjunction with other agencies, everyone involved will understand and commit to the fundamental principle behind the programme.
• Behavioural targets individually planned and implemented at school, shared with home and generalised into the home setting.
• Access to social skills development groups where anger management is a key concern as part of the individual/group behavioural intervention programme.
• Small group and within class support will support learning and the understanding of boundaries, rules, incentives and sanctions.
• Access to special exam arrangements will be in place and afforded to all pupils, where deemed necessary.
• Additional teaching assistant time may be provided under the guidance of the a special educational needs coordinator (SENCo), head of key stage or class tutor (as appropriate) to work within the pupil’s individual needs framework.
• Opportunities for periods of calming time via withdrawal to smaller, safer groups or a trusted adult will be made available where pupils are at particular risk or vulnerable.
• Peer to peer support will be a key feature of any support programme.
• There will be regular reviews of teaching and learning strategies (including delivery style) to ensure maximum engagement of all pupils.
• Throughout the continuum of school support, pupils will be supported through a variety of strategies to keep them focused and engaged in learning including:
  ➢ Increasing adult/pupil ratio in the classroom.
  ➢ Using supported group work within lessons.
  ➢ Using strategic withdrawal for specific skills work or to attend therapeutic/counselling sessions on or off the school site.
  ➢ Strategic use of equipment such as computers, audio-visual equipment and other kinaesthetic teaching/learning programmes.
  ➢ Designated calming areas/safe spaces for pupils who require time and space to allow for emotional, self-regulation.

**Staffing**

Staff will:

• be skilled at managing significant and consistent difficulties in behaviour with risk assessments in place to minimise opportunities for severe incidents to occur;
• adopt and apply consistent practices for the management of behaviour and improving pupils’ self-esteem and confidence;
• be trained in behaviour management (including de-escalation) techniques with a range of specialisms available within the team that manages the range of SEMH issues;
• be trained in advanced restrictive interventions solely for the purposes of keeping safe. Restrictive physical intervention is never used as a behaviour management technique;
• assess the teaching and learning strategies used and the delivery style in order to ensure maximum engagement for pupils with SEMH issues;
• monitor pupil safety during break times and lunch times and have strategies in place during unstructured times;
• receive regular training regarding the characteristics of pupils with SEMH and the likely impact on curriculum access. This will inform teaching strategies and lead to better outcomes;
• be trained to use assessment tools that take account of a child’s emotional developmental stage and plan accordingly.

Access to the curriculum

• A broad and balanced curriculum where pupils are provided with real opportunities to make progress and where their SEMH need is not seen as a barrier to achievement.

• Staff will be empathetic to the challenges faced by children with social, emotional and mental health needs and can plan effectively for their needs. This will be evidenced through a curriculum that adopts a nurturing perspective and:
  - opportunities to develop pupils’ tolerance to working with others in whole class, small groups and 1:1 situations,
  - support to develop engagement and sustained attention skills,
  - carefully managed transitions between activities to reduce opportunities for disruption at unstructured times,
  - opportunities to develop in pupils, problem solving and self-advocacy skills,
  - explicit teaching of conflict resolution skills within an holistic curriculum that prepares pupils for the responsibilities of adult life, independence and self confidence.

• A small steps approach to learning which reinforces cooperation, motivation and self esteem will be a key feature of any SEMH provision and one where teaching focuses on both the curriculum and SEMH learning outcomes throughout the whole school day.
• Consistency and continuity of approaches to learning and behaviour.
• Personal, social, health and citizenship education (PSHCE) will be carefully tailored to individual need, including an emphasis on social interaction and staying safe in the community.
• Opportunities will be provided to access the full national curriculum but with some individual support in those curriculum areas where a pupil experiences difficulty.
• A rich and stimulating curriculum will be on offer that provides opportunities for pupils to follow either an academic or vocational pathway in Key Stage 4.
Supplementing this will be accreditation in a range of subjects at GCSE; Level 1 & 2; and Entry Levels 1, 2 & 3 for less able pupils.

- SALT and CAMHS specialists will work in close partnership with teaching staff to embed high quality therapeutic interventions across curriculum and to monitor progress towards individual behaviour targets.

**The involvement of parents and carers**

- A strong partnership between young people, parent carers, teachers and other professionals is fundamental in the planning of successful outcomes for pupils.
- The views of the child will always be sought in the planning of their learning and personal targets, as part of person-centred, outcome-focused approach.
- Parents and carers are acknowledged as central to understanding and acting upon the individual needs of their children.
- Individual SEMH plans will be co-produced with parents and carers. Any formal review of progress will place their views and that of their child as central to the process.

**Residential provision**

A residential placement is only available to pupils where multi-professional assessment identifies that this provision is required.

**Post 16 and transition arrangements**

Pupils in SEMH schools will have an Education, Health and Care (EHC) Plan. This will detail what is expected to be on offer to a pupil (from a range of service providers) so that he/she can realise their full potential as they moves from one year to the next. This will be kept under regular review through to the end of Year 11. In Year 11 at the transfer review meeting (and following consultation with parents/carers and the pupil), a number of professionals will meet to finalise what this package of support may look like when a pupil leaves and takes up a college course. Parents/carers will contribute to this meeting with all professionals (including the college) fully aware of the young person’s skills, abilities and likely academic qualifications at the end of Year 11. An outcome focused plan will be drawn up, so that when a young person leaves school, the college is able to continue to meet his needs.

**Quality assurance**

- There are regular monitoring visits by local authority/academy representatives. A standardised audit process is followed which identifies
current good practice, as well as a development plan to secure even better outcomes for children and their families.

- All staff participate in and apply what they have learned from their professional development training. This is regularly reviewed and evidence of good practice shared with other colleagues.
- New staff are inducted into the life and ethos of the school and are made fully aware of what the school is aiming to achieve. There is a clear and accessible mentor support system in place for newly qualified teachers and teaching assistants.
- The engagement of parents/carers and pupils in the delivery and review of the service is paramount to its success.
- The headteacher of the school regularly reports back to governors who have a responsibility for ensuring the best outcomes for all pupils.
Surrey special school for pupils with severe learning and development difficulties (SLDD) (Primary)

Purpose

Surrey special schools for pupils with severe learning and development difficulties (SLDD) support children with a high complexity of development difficulties, both physical and cognitive. In addition to their identified severe or profound learning difficulties, the range of pupils will include those who are non-verbal, as well as those with good functional communication skills. It will also include those who are dependent on constant support to meet their physical needs, as well as those who are physically independent. Pupils may have other recognised needs such as medical issues, autism or speech language and communication needs, which creates a multi-layered profile for learning. All pupils will have a statement of special educational needs or an EHC Plan. Admissions are managed through the Surrey County Council SEND admissions process where it has been agreed that the pupil’s severe learning difficulties cannot be met from the resources available to and in a mainstream school or specialist centre.

Key features of provision

- An inclusive and enabling environment where expectations of achievement are high.
- Teaching and learning is delivered in small classes and personalised to individual needs.
- Curriculum delivery is stimulating and engaging, using audio, visual, kinaesthetic and multi-sensory teaching approaches to reinforce learning, personalised to individual needs.
- Progress towards individual outcomes are rigorously monitored and reviewed in consultation with parents.
- There is a strong focus on life skills. Pupils are actively supported to develop their independence skills as much as possible.
- Structured play forms part of the curriculum to support further social and developmental needs.
- Strategies advised by paediatric therapists including speech and language therapists physiotherapists and occupational therapists are embedded into teaching and learning throughout the school day.
- Support for medical needs is overseen by appropriate health professionals. Staff to receive training to manage specific medical needs.
- Where additional needs have been identified, these are met through specific interventions agreed with a multi-professional team.
- Experienced staff have a breadth of training and experience to support the range of needs.
Accessibility

Schools will have due regard to the Surrey County Council accessibility strategy.

Access to the environment

- The environment takes good account of the needs of those with physical impairments.
- The use of recommended specialist equipment is incorporated into all aspects of the curriculum.
- Structured classroom environments support access needs.
- Outside and leisure spaces are structured and equipped to meet the needs of a range of children.

Access to the curriculum

- Highly trained staff experienced in working and supporting pupils with SLDD to overcome their barriers to learning.
- Personalised teaching will include:
  - Opportunities for pupils to work in whole class, small groups and 1:1 situations.
  - Carefully planned and differentiated work, broken down into manageable tasks.
  - A carefully planned and managed timetable supported by visual prompts.
  - Autism-specific strategies are in place for children with autism
  - Opportunities for multi-sensory teaching and learning with a strong emphasis on practical activities.
  - Strategies advised by SALT, OT and physiotherapists are embedded into teaching and learning.
  - Regular reinforcement of tasks to be mastered and opportunities to practise and apply skills in everyday situations.
  - Opportunities to generalise learning across the curriculum.
  - Explicit teaching of play and leisure skills.
  - A comprehensive social and emotional curriculum.
  - The use of specialist equipment for communication, physical and sensory needs is incorporated into learning throughout the school day.
  - Access to systems to support communication and comprehension where appropriate (including the use of augmentative and alternative communication (AAC) systems).

- A personalised, broad and flexible curriculum is delivered through class based teaching with a strong emphasis on communication and life skills.
Teacher planning is learning and outcome focused, integrating specialist strategies related to the range of complex needs.

Well developed and planned strategies support transitions within the school day.

An emphasis on self-advocacy, with opportunities for pupils to be meaningfully involved in making choices, including being involved in decisions about their learning and well being needs.

Planned activities to generalise skills, knowledge and understanding to natural situations and settings (including home and the community).

**Extracurricular opportunities**

As part of an enrichment offer, pupils will have access to a range of extracurricular activities which are appropriately modified and supported for children with complex difficulties. Individual risk assessments will be carried out where relevant and appropriate additional measures put in place to ensure pupil safety where required.

**Involvement of parent carers**

- Parent carers are acknowledged as experts in the individual needs of their children.
- A strong partnership between parents and carers, teachers and other professionals is fundamental in the planning of successful outcomes for all children. An open, honest and reflective dialogue between all partners is strongly encouraged.
- Individual plans will be co-produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process.
- Timely planning and preparation facilitates smooth transition to the next educational setting.

**Quality assurance**

- Through regular monitoring visits, the local authority keeps an overview of pupil progress towards outcomes.
- All staff follow and evidence a robust induction and ongoing programme of Continuing Professional Development.
- Parents/carer and pupils engagement will contribute to the ongoing review of provision.
- The head teacher of the school provides regular detailed reports to its governors who have a responsibility for ensuring the best outcomes for the pupils of the school.
Surrey special school for pupils with severe learning and development difficulties (SLDD) (Secondary)

Purpose

Surrey special schools for pupils with severe learning and development difficulties (SLDD) support children with a high complexity of development difficulties, both physical and cognitive. In addition to their identified severe or profound learning difficulties, the range of pupils will include those who are non-verbal, as well as those with good functional communication skills. It will also include those who are dependent on constant support to meet their physical needs, as well as those who are physically independent. Pupils may have other recognised needs such as medical issues, autism or speech language and communication needs, which creates a multi layered profile for learning. All pupils will have a statement of special educational needs or an EHC Plan. Admissions are managed through the Surrey County Council SEND admissions process where it has been agreed that the pupil’s severe learning difficulties cannot be met from the resources available to and in a mainstream school or specialist centre.

Key features of provision

- An inclusive and enabling environment where expectations of achievement are high.
- Teaching and learning is delivered in small classes of 6-8 pupils and personalised to individual needs.
- Curriculum delivery is stimulating and engaging, using audio, visual, kinaesthetic and multi-sensory teaching approaches to reinforce learning.
- Progress towards individual outcomes are rigorously monitored and reviewed in consultation with parents.
- High quality therapeutic interventions are overseen by speech & language therapists (SALT) and Occupational Therapists (OT) working in close partnership with teaching staff. Strategies are embedded into the curriculum throughout the school day.
- Support for medical needs is overseen by health professionals. Staff are trained to manage specific medical needs.
- Where additional needs have been identified, these will be met through appropriate provision agreed with a multi-professional team.
- Pupils are actively supported to develop their independence skills as much as possible to prepare them for the next stage of their education.
- Where additional needs have been identified, these will be met through appropriate provision.
- Experienced and well-trained staff to support the needs of all pupils.
Accessibility

Schools will have due regard to the Surrey County Council accessibility strategy.

Access to the environment

- The environment takes good account of the needs of those with physical impairments.
- The use of recommended specialist equipment is incorporated into all aspects of the curriculum.
- Structured classroom environments support access needs.
- Outside and leisure spaces are structured and equipped to meet the needs of a range of children.

Access to the curriculum

- Highly trained staff working with pupils and who will support pupils to overcome their barriers to learning.
- Highly structured teaching will include:
  - Opportunities for pupils to work small groups and 1:1 situations.
  - Carefully planned and differentiated work, broken down into manageable tasks.
  - Opportunities for multi-sensory, practical learning.
  - Autism specific strategies are put into place for young people with autism.
  - A carefully planned and managed timetable supported by visual prompts.
  - Strategies advised by a speech and language therapist (SALT), occupational therapy (OT) and physiotherapists are embedded into teaching and learning.
  - Regular reinforcement of tasks to be mastered and opportunities to practise and apply skills in everyday situations.
  - Opportunities to generalise learning across the curriculum
  - Explicit teaching of play and leisure skills.
  - Leisure skills form part of the curriculum to enable students to broaden their interests and hobbies and support social development.
  - A comprehensive social and emotional curriculum.
  - Learning offers externally accredited qualifications.
  - The use of specialist equipment for communication, physical and sensory needs is incorporated into learning throughout the school day.
  - Access to visual systems to support verbal and social understanding, where appropriate.
• A personalised, broad and flexible curriculum is delivered through class based teaching with a strong emphasis on communication and life skills.
• Teacher planning is learning and outcome focused, integrating specialist strategies related to the range of complex needs.
• Well developed and planned strategies support transitions within the school day.
• An emphasis on self advocacy, with opportunities for pupils to be meaningfully involved in making choices, including being involved in decisions about their learning and well being needs.
• Planned activities to generalise skills, knowledge and understanding to natural situations and settings (including home and the community).

Extracurricular opportunities

To ensure an enriched offer, pupils will have access to a range of extracurricular activities which are appropriately modified and supported for children with complex difficulties. Individual risk assessments will be carried out where relevant and appropriate additional measures put in place to ensure pupil safety where required.

Involvement of parent carers

• Parent carers are acknowledged as experts in the individual needs of their children.
• A strong partnership between parents and carers, teachers and other professionals is fundamental in the planning of successful outcomes for all children. An open, honest and reflective dialogue between all partners is strongly encouraged.
• Individual plans will be co-produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process.

Post 16 and transition arrangements

• Specialist advisers support preparation for adulthood. Students are encouraged to explore the outcomes they wish to achieve for the next stage of their lives.
• Work related learning is introduced to the curriculum where appropriate, so that pupils can learn to apply their skills to the world of work.
• Pupils are actively supported in transition planning which may include visits to other post-16 provisions.

Quality Assurance

• Through regular monitoring visits, the Local Authority keeps an overview of pupil progress towards outcomes.
• All staff follow and evidence a robust induction and ongoing programme of continuing professional development
• Parents/carer and pupils engagement will contribute to the ongoing review of provision.
• The headteacher of the school provides regular detailed reports to its governors who have a responsibility for ensuring the best outcomes for the pupils of the school.
School for pupils with learning and additional needs (LAN) (primary)

Purpose

Surrey special schools for pupils with learning and additional needs (LAN) are designed to meet the needs of children working significantly below age related expectations. In addition to their identified learning difficulties, pupils may also have other recognised needs such as autism, medical issues or speech language and communication needs, which creates a multi layered profile for learning. All pupils will have a statement of special educational needs or an education health and care plan. Admissions are managed through the Surrey County Council SEND admissions process where it has been agreed that the pupil’s needs cannot be met from the resources available to and in a mainstream school or specialist centre.

Key features of provision

- An inclusive and enabling environment where expectations of achievement are high.
- A focus on narrowing the gap in school attainment in reading, writing, mathematic and communication skills.
- Teaching and learning is delivered in small classes of around 10 pupils and personalised to individual needs.
- Curriculum delivery is engaging, using audio, visual, kinaesthetic and multisensory teaching approaches as appropriate to reinforce learning.
- Progress towards individual outcomes are rigorously monitored and reviewed in consultation with parents.
- Strategies advised by SALT and OT are embedded into teaching and learning throughout the school day.
- Support is available from a range of health professionals where needs have been identified.
- Pupils are actively supported to develop their independence skills as much as possible to prepare them for the next stage of their education.
- Where additional needs have been identified, these will be met through appropriate provision.
- Experienced and well trained staff support the needs of all pupils.
- Explicit teaching of play and leisure skills forms part of the curriculum to support further social and developmental needs.

Accessibility

Schools will have due regard to the Surrey County Council accessibility strategy
Access to the environment

- The environment takes good account of the needs of those with physical impairments.
- The use of recommended specialist equipment is incorporated into all aspects of the school day.
- Structured classroom environments support access needs.
- Outside and leisure spaces are structured and equipped to meet the needs of a range of children.

Access to the curriculum

- Highly trained staff experienced with working with the challenges facing pupils with learning and additional needs and who will support pupils to overcome their barriers to learning.
- Sensitively planned teaching based on nurturing approaches will include:
  - Opportunities for pupils to work small groups and 1:1 situations.
  - Carefully planned and differentiated work, broken down into manageable tasks.
  - Opportunities for practical learning and multi sensory approaches.
  - Strategies advised by speech and language therapists and occupational therapists are embedded into teaching and learning.
  - Regular reinforcement of tasks to be mastered and opportunities to practise and apply skills in everyday situations.
  - Opportunities to generalise learning across the curriculum.
  - Explicit teaching of positive behaviour for learning.
  - Explicit teaching of play and leisure skills.
  - A comprehensive social and emotional curriculum.
  - A carefully planned and managed timetable supported by visual prompts.
  - Access to visual systems to support verbal and social understanding, where appropriate.
  - The use of specialist equipment for physical and sensory needs is incorporated into learning throughout the school day.
  - Children and young people with sensory impairment are supported to maximise the use of identified specialist equipment to increase their independence.

- A personalised, broad and flexible curriculum is delivered through class based teaching with an emphasis on communication, literacy, numeracy and personal and social skills.
- Teacher planning is learning and outcome focused, integrating specialist strategies related to the range of complex needs.
Well developed and planned strategies support transitions within the school day.

An emphasis on self advocacy, with opportunities for pupils to be meaningfully involved in making choices, including being involved in decisions about their learning and well being needs.

Planned activities to generalise skills, knowledge and understanding to natural situations and settings (including home and the community).

**Extracurricular opportunities**

As part of the school enrichment offer, pupils will have access to a range of extracurricular activities which are appropriately modified and supported for children with complex difficulties. Most of these will take place within school hours. Individual risk assessments will be carried out where relevant and appropriate additional measures put in place to ensure pupil safety where required.

**Involvement of parent carers**

- Parent carers are acknowledged as experts in the individual needs of their children.
- A strong partnership between parents and carers, teachers and other professionals is fundamental in the planning of successful outcomes for all children. An open, honest and reflective dialogue between all partners is strongly encouraged.
- Individual plans will be co produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process.
- Timely planning and preparation facilitates smooth transition to the future educational setting.

**Quality assurance**

- Through regular monitoring visits, the local authority keeps an overview of pupil progress towards outcomes.
- All staff follow and evidence a robust induction and ongoing programme of continuing professional development.
- Parents/carer and pupils engagement will contribute to the ongoing review of provision.
- The headteacher of the school provides regular detailed reports to its governors who have a responsibility for ensuring the best outcomes for the pupils of the school.
Surrey special school for pupils with learning and additional needs (LAN) (secondary)

Purpose

Surrey special schools for pupils with learning and additional needs (LAN) are designed to meet the needs of children working significantly below age related expectations. In addition to their identified learning difficulties, pupils may also have other recognised needs such as autism, medical issues or speech language and communication needs which creates a multi layered profile for learning. All pupils will have a statement of special educational needs or an ECH Plan. Admissions are managed through the Surrey County Council SEND admissions process where it has been agreed that the pupil’s learning difficulties cannot be met from the resources available to and in a mainstream school or specialist centre.

Key features of provision

- An inclusive and enabling environment where expectations of achievement are high.
- Well trained and experienced staff.
- Teaching and learning is delivered in small classes of around 10 pupils and personalised to individual needs.
- Curriculum delivery is engaging, using audio, visual, kinaesthetic and multi-sensory teaching approaches as appropriate to reinforce learning.
- Progress towards individual outcomes are rigorously monitored and reviewed in consultation with parents.
- Pupils work towards the broad range of nationally accredited qualifications on offer from entry level up to a small range of GCSEs.
- Strategies advised by speech and language therapists and occupational therapists are embedded into teaching and learning throughout the school day.
- Support is available from a range of health professionals where needs have been identified.
- Pupils are actively supported to develop their independence skills as much as possible to prepare them for the next stage of their education.
- Where additional needs have been identified, these will be met through appropriate provision.
- Structured social and leisure sessions form part of the curriculum to support further social development needs.
- Pupils are prepared for their next stage of education through careful transition planning.

Accessibility

Schools will have due regard to the Surrey County Council accessibility strategy.
Access to the environment

- The environment takes good account of the needs of those with physical impairments.
- The use of recommended specialist equipment is incorporated into all aspects of the school day.
- Children and young people with sensory impairment are supported to maximise the use of identified specialist equipment to increase their independence.
- Structured classroom environments support access needs.
- Outside and leisure spaces are structured and equipped to meet the needs of a range of children.

Access to the curriculum

- Highly trained staff experienced with working with the challenges facing pupils with learning and additional needs and who will support pupils to overcome their barriers to learning.
- Highly structured teaching will include:
  - Opportunities for pupils to work small groups and 1:1 situations.
  - Carefully planned and differentiated work, broken down into manageable tasks.
  - Working towards entry level qualifications and functional skills qualifications in English, maths and ICT.
  - Opportunities for multi sensory, practical learning.
  - Strategies advised by SALT and OT are embedded into teaching and learning.
  - Regular reinforcement of tasks to be mastered and opportunities to practise and apply skills in everyday situations.
  - Opportunities to generalise learning from one setting to another.
  - Explicit teaching of positive behaviour for learning.
  - Explicit teaching of social and leisure skills.
  - A comprehensive social and emotional curriculum.
  - A carefully planned and managed timetable supported by visual prompts with support to manage transitions within the school day.
  - Access to visual systems such as picture symbols and picture stories to support verbal and social understanding, where appropriate.
  - The use of specialist equipment for physical and sensory needs is incorporated into learning throughout the school day.

- A personalised, broad and flexible curriculum is delivered through class based teaching with an emphasis on communication, literacy, numeracy and personal and social skills and supported by a specialist teaching, which might include Practical studies, art, photography, science and sport.
Teacher planning is learning and outcome focused, integrating specialist strategies related to the range of complex needs.

- An emphasis on self advocacy, with opportunities for pupils to be meaningfully involved in making choices, including being involved in decisions about their learning and well being needs.
- Planned activities to generalise skills, knowledge and understanding to natural situations and settings (including home and the community).

**Extracurricular opportunities**

As part of the school’s enrichment offer, pupils will have access to a range of extracurricular activities, which are appropriately modified and supported for children with complex difficulties. Individual risk assessments will be carried out where relevant and appropriate additional measures put in place to ensure pupil safety where required. Most of these will take place during the course of the school day.

**Involvement of parent carers**

- Parent carers are acknowledged as experts in the individual needs of their children.
- A strong partnership between parents and carers, teachers and other professionals is fundamental in the planning of successful outcomes for all children. An open, honest and reflective dialogue between all partners is strongly encouraged.
- Individual plans will be co produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process.

**Post 16 and transition arrangements**

- Specialist advisers support preparation for adulthood, beginning in Year 9. Pupils are encouraged to explore the outcomes they wish to achieve for the next stage of their lives.
- Work related learning is introduced to the curriculum, where pupils learn to apply their skills to the world of work.
- Where relevant pupils attend taster days at a range of post 16 provisions.

**Quality assurance**

- There are regular monitoring visits by local authority representatives to monitor the progress and outcomes of pupils.
- All staff follow and evidence a robust induction and ongoing programme of continuing professional development.
- Parents/carer and pupils engagement will contribute to the ongoing review of provision.
• The headteacher of the school regularly provides detailed reports to its governors who have a responsibility for ensuring the best outcomes for the pupils of the school.
Surrey Special School for Pupils with Complex Social Communication Needs  
CSCN (primary)

Purpose

Surrey Special Schools for Pupils with Complex Social Communication Needs (CSCN) are designed to meet the needs of children with autism and related conditions who will typically also have general learning difficulties. The children are likely to present with a wide range of challenging behaviours associated with their condition. All pupils will have a statement of special educational needs or an EHC Plan. Admissions are managed through the Surrey County Council SEND admissions process where it has been agreed that the pupil’s learning difficulties cannot be met from the resources available to and in a mainstream school or specialist centre.

Key Features of Provision

- An inclusive and enabling environment where expectations of achievement are high
- Experienced and well-trained staff support the needs of all pupils
- Teaching and learning is delivered in small classes of 6-8 pupils and is generally highly structured within the context of a low distraction environment.
- Within the highly structured framework, there is the flexibility to personalise delivery according to individual needs
- Curriculum delivery is engaging, using audio, visual, kinaesthetic and multisensory teaching approaches as appropriate to sustain attention and reinforce learning
- Visual systems are consistently used to support understanding and to aid transition between school activities
- Progress towards individual outcomes is rigorously monitored and reviewed in consultation with parents
- Strategies advised by Speech & Language Therapists (SALT) and Occupational Therapists (OT) are embedded into teaching and learning throughout the school day
- Support is available from a range of health professionals, where needs have been identified
- Pupils are actively supported to develop their independence skills as much as possible to prepare them for the next stage of their education
- Where additional needs are identified, these will be met through appropriate provision
- Structured play forms part of the curriculum to support further social and developmental needs
Accessibility

Schools will have due regard to the Surrey County Council Accessibility Strategy

Access to the environment

- The environment is planned out to take good account of enabling autism-specific strategies
- Both indoor and outdoor spaces are structured and equipped to meet the needs of a range of children
- The use of recommended specialist equipment is incorporated into all aspects of the school day

Access to the curriculum

- Highly trained staff who are empathetic to their complex social communication needs and who will support pupils to overcome their barriers to learning
- Highly structured teaching will include:
  - Opportunities for pupils to work in small group situations
  - Carefully planned and differentiated work, broken down into manageable tasks
  - A focus on engagement through motivation
  - Opportunities for multi-sensory, practical learning
  - Strategies advised by SALT and OT are embedded into teaching and learning
  - Regular reinforcement of tasks to be mastered and opportunities to practise and apply skills in everyday situations
  - Opportunities to generalise learning across the curriculum
  - Explicit teaching of positive behaviour for learning
  - Explicit teaching of play and leisure skills
  - A comprehensive social and emotional curriculum
  - A carefully planned and managed timetable supported by visual prompts
  - Access to visual systems such as picture symbols and picture stories support verbal and social understanding
  - The use of specialist equipment for physical and sensory needs is incorporated into learning throughout the school day

- A personalised, broad and flexible curriculum is delivered through class based teaching with an emphasis on communication, literacy, numeracy and personal and social skills
- Teacher planning is learning and outcome focused, integrating specialist strategies related to the range of complex needs
- Well developed and planned strategies support transitions within the school day
- An emphasis on self-advocacy, with opportunities for pupils to be meaningfully involved in making choices, including being involved in decisions about their learning and well being needs
- Planned activities to generalise skills, knowledge and understanding to natural situations and settings (including home and the community)

Extra Curricular Opportunities

To ensure a holistic offer, pupils will have access to a range of extra-curricular activities which are appropriately modified and supported for children with complex difficulties. These will mostly take place within school hours. Individual risk assessments will be carried out where relevant and appropriate additional measures put in place to ensure pupil safety where required.

Involvement of parent carers

- Parent carers are acknowledged as experts in the individual needs of their children
- A strong partnership between parents and carers, teachers and other professionals is fundamental in the planning of successful outcomes for all children. An open, honest and reflective dialogue between all partners is strongly encouraged
- Individual plans will be co-produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process
- Timely planning and preparation facilitates smooth transition to the future educational setting

Quality Assurance

- There are regular monitoring Visits by Local Authority representatives to monitor the progress and outcomes of pupils.
- Monitoring visits will take account of the national autism standards for schools and educational settings which are applied and audited against the 4 main groups: The Individual Pupil; Building Relationships; Curriculum and Learning; Enabling environments. The full standards can be found at www.autismeducationtrust.org.uk
- All staff follow and evidence a robust induction and ongoing programme of Continuing Professional Development
- Parents/carer and pupils engagement will contribute to the ongoing review of provision
The headteacher of the school regularly provides detailed reports to its governors who have a responsibility for ensuring the best outcomes for the pupils of the school.
Surrey special school for pupils with complex social communication needs (CSCN) (secondary)

Purpose

Surrey special schools for pupils with complex social communication needs (CSCN) are designed to meet the needs of children with autism and related conditions who will typically also have general learning difficulties. The children are likely to present with a wide range of challenging behaviours associated with their condition. All pupils will have a statement of special educational needs or an EHC Plan. Admissions are managed through the Surrey County Council SEND admissions process where it has been agreed that the pupil’s learning difficulties cannot be met from the resources available to and in a mainstream school or specialist centre.

Key features of provision

- An inclusive and enabling environment where expectations of achievement are high.
- Experienced and well trained staff support the needs of all pupils.
- Teaching and learning is delivered in small classes typically of six to eight pupils and is generally highly structured within the context of a low distraction environment.
- Within the highly structured framework, there is the flexibility to personalise delivery according to individual needs.
- Curriculum delivery is engaging, using audio, visual, kinaesthetic and multi-sensory teaching approaches as appropriate to sustain attention and reinforce learning.
- Visual systems are consistently used to support understanding and to aid transition between activities.
- Progress towards individual outcomes is rigorously monitored and reviewed in consultation with parents.
- Pupils work towards a broad range of nationally accredited qualifications.
- Strategies advised by speech and language therapists and occupational therapists (OT) are embedded into teaching and learning throughout the school day.
- Support is available from a range of health professionals, where needs have been identified.
- Pupils are actively supported to develop their independence skills.
- Structured play forms part of the curriculum to support further social and developmental needs.
- Careful transition planning prepares pupils for the next stage of their education.
Accessibility

Schools will have due regard to the Surrey County Council accessibility strategy

Access to the environment

- The environment is planned out to take good account of enabling autism specific strategies.
- Both indoor and outdoor spaces are structured and equipped to meet the needs of a range of children.
- The use of recommended specialist equipment is incorporated into all aspects of the school day.

Access to the curriculum

- Highly trained staff who are empathetic to their complex social communication needs and who will support pupils to overcome their barriers to learning.
- Highly structured teaching will include:
  - Opportunities for pupils to work in small group situations.
  - Carefully planned and differentiated work, broken down into manageable tasks.
  - A focus on engagement through motivation.
  - Opportunities for multi-sensory, practical learning.
  - Regular reinforcement of tasks to be mastered and opportunities to practise and apply skills in everyday situations.
  - Opportunities to generalise learning across the curriculum.
  - Explicit teaching of positive behaviour for learning.
  - Explicit teaching of play and leisure skills.
  - A comprehensive social and emotional curriculum.
  - Strategies advised by SALT and OT are embedded into teaching and learning.
  - A carefully planned and managed timetable supported by visual prompts.
  - Access to visual systems such as picture symbols and picture stories support verbal and social understanding.
  - The use of specialist equipment for physical and sensory needs is incorporated into learning throughout the school day.

- A personalised, broad and flexible curriculum is delivered through class based teaching with an emphasis on communication, literacy, numeracy and personal and social skills.
- Teacher planning is learning and outcome focused, integrating specialist strategies related to the range of complex needs.
• Well developed and planned strategies support transitions within the school day.
• An emphasis on self-advocacy, with opportunities for pupils to be meaningfully involved in making choices, including being involved in decisions about their learning and well being needs.
• Planned activities to generalise skills, knowledge and understanding to natural situations and settings (including home and the community).

Extracurricular opportunities

To ensure a holistic offer, pupils will have access to a range of extracurricular activities which are appropriately modified and supported for children with complex difficulties. These will mostly take place within school hours. Individual risk assessments will be carried out where relevant and appropriate additional measures put in place to ensure pupil safety where required.

Involvement of parent carers

• Parent carers are acknowledged as experts in the individual needs of their children.
• A strong partnership between parents and carers, teachers and other professionals is fundamental in the planning of successful outcomes for all children. An open, honest and reflective dialogue between all partners is strongly encouraged.
• Individual plans will be co produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process.
• Timely planning and preparation facilitates smooth transition to the future educational setting.

Post 16 and transition arrangements

• Specialist advisers support preparation for adulthood, beginning in Year 9. Pupils are encouraged to explore the outcomes they wish to achieve for the next stage of their lives.
• Work related learning is introduced to the curriculum, where pupils learn to apply their skills to the world of work.
• There will be taster days and liaison with onward settings for pupils who are moving on to new placements.

Quality assurance

• There are regular monitoring visits by local authority representatives to monitor the progress and outcomes of pupils.
• Monitoring visits will take account of the national autism standards for schools and educational settings which are applied and audited against the 4 main groups: The individual pupil; Building relationships; Curriculum and learning; Enabling environments. The full standards can be found at www.autismeducationtrust.org.uk.

• All staff follow and evidence a robust induction and ongoing programme of continuing professional development.

• Parents/carer and pupils engagement will contribute to the ongoing review of provision.

• The headteacher of the school regularly provides detailed reports to its governors who have a responsibility for ensuring the best outcomes for the pupils of the school.
Surrey specialist centre for learning and additional needs LAN (primary)

Purpose of provision

Surrey specialist centres for learning and additional needs (primary) are designed to meet the needs of children with identified general learning difficulties. The children will benefit from attending mainstream classes and regular social interaction with their mainstream peers, however regular withdrawal to access additional specialist support is required, in order to successfully achieve their educational outcomes. Children may additionally have autism, speech and language needs, medical or physical needs. Through the additional support available at the specialist centre, children will gain strategies to manage increasing independence in their learning.

Students will be in receipt of a statement of special educational needs or an EHC Plan. Admissions will be through the Surrey County Council SEND admissions process.

Key features of provision

- A personalised curriculum offer for pupils who have moderate learning difficulties and additional needs which prevent them from achieving their full potential without additional specialist support.
- Opportunities for small group work in a quiet environment, as well as in the mainstream class, arranged flexibly according to individual need.
- A highly structured and enabling environment.
- Strategies advised by speech and language therapists are embedded into teaching and learning throughout the school day.
- The use of visual supports and additional strategies to support pupil understanding.
- Pre learning and over learning of curriculum material.
- An emphasis on supporting to independence.
- Further appropriate provision to take account of any additional pupil needs.
- Experienced and well trained staff.
- Strategies developed with the expertise of the specialist centre staff are embedded into whole school teaching practices.
- A sense of belonging within the whole school community.

Access to the environment

- A structured, low arousal environment to meet the needs of children are presenting with anxiety.
- Individual sensory needs will be met, taking into account the advice of an occupational therapist.
- Designated calming areas/safe spaces will be offered for children who need time and space to allow for emotional self regulation.
• Carefully planned outside spaces which provide access to provide quiet, sensory and recreation areas.
• Consistent use of specialist equipment provided for individual pupils throughout the school day.

Access to the curriculum

• Highly trained staff working with pupils and who are empathetic to their needs of children with learning and additional needs.
• Highly structured teaching will include:
  ✓ A carefully planned and managed timetable supported by visual prompts.
  ✓ Opportunities to develop pupils’ confidence in working in whole class, small groups and 1:1 situations.
  ✓ Carefully managed transition between activities to reduce unstructured times and prepare for change.
  ✓ Opportunities to develop in pupils flexibility of thought and independence.
  ✓ Pre learning of key concepts for curriculum subjects.
  ✓ Over learning of subject material to secure knowledge and skills.
  ✓ Opportunities to generalise learning across the curriculum.
  ✓ An emphasis on language enrichment using recognised and evidence based skills programmes under the direction of a speech and language therapist.
  ✓ Explicit teaching of play, leisure and social skills.
  ✓ Preparation for secondary education through a focus on developing independence and life skills.

• The curriculum is delivered through a personalised blend of specialist centre and mainstream class based teaching.
• There is an expectation that an individual will benefit from spending a significant part of the school week included in mainstream lessons as independently as possible, tailored to individual need.
• The curriculum is built on a philosophy of meeting the holistic needs of the pupils with highly effective communication and development of independence as key principles.
• Pupils are supported to make at least expected progress relative to their age and starting point.
• Access to a national curriculum which will be modified to meet the needs of the individual.
• SALT and OT specialists work in close partnership with teaching staff to embed recommended targets into teaching and learning throughout the school day. Progress will be monitored towards individual targets.
• Staff will be trained and experienced in working with children with learning, communication and interaction needs.
• All staff should be trained in sensory integration difficulties and in sensory profiling.

Involvement of parent carers

• Parent carers are acknowledged as experts in the individual needs of their children
• A strong partnership between parents and carers, and teachers and other professionals is fundamental in the planning of successful outcomes for children
• Individual plans will be co produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process

Quality assurance

SEN Monitoring Visits by local authority representatives will refer to:
• The joint monitoring visit audit.
• The speech language and communication framework produced by the communication trust.
• The autism standards for schools and educational settings produced by the Department for Education backed Autism Education Trust. The standards focus on four areas: The individual pupil; Building relationships; Curriculum and Learning; Enabling environments. The full standards can be found at www.autismeducationtrust.org.uk.
• All staff are to follow and evidence a robust induction and ongoing programme of continuing professional development.
• Parents/carers and pupils engagement will contribute to the ongoing review of provision.
Surrey specialist centre for communication and interaction needs (COIN) (primary)

Purpose

Surrey specialist centres for communication and interaction needs (Primary) are designed to meet the needs of young people with identified communication and interaction (COIN) difficulties. This broad category of need includes speech, language and communication needs (SLCN) and autism. The arrangements of the specialist centre may also benefit those with a specific learning difficulty (SpLD). The provision is for children who will benefit from attending mainstream classes and from regular social interaction with their mainstream peers, but who also require regular withdrawal to access additional specialist support, in order to achieve their educational outcomes. Through targeted intervention, it is intended that the young people make academic progress with increasing independence in their learning and achieve their full potential.

Some of the specialist centres are equipped with additional physical accommodation such as soft play and sensory rooms, specifically for those high complex children who require withdrawal to develop sensory integration or to regulate emotions and behaviour, in order to access their learning.

Students will be in receipt of a statement of special educational needs or an Education Health and Care Plan (EHCP). Admissions will be through the Surrey County Council SEND admissions process.

Key features of provision

- A personalised curriculum for students who are working at broadly age-appropriate levels in at least some areas of attainment.
- Opportunities for small group work in the Centre which aims to provide a low distraction learning environment.
- Opportunities for small group work in the mainstream class, arranged flexibly according to individual need.
- Targeted intervention advised by the speech and language therapist improves speech, language, communication and interaction skills.
- Nationally recognised strategies are embedded into the curriculum to support the communication and interaction needs of young people.
- Explicit teaching of strategies to support social communication.
- Support to achieve independence.
- Staff are trained in meeting the needs of children with SLCN, SpLD and autism.
- Further provision takes account of any additional student needs where appropriate.
- Careful planning and preparation for transition between phases of education, including close liaison between staff, parents/carers, external specialist support services and other involved professionals.
- A sense of belonging within the whole school community, based on a strong school ethos of respect and inclusion.

**Access to the environment**

- The Centre itself provides a structured, safe environment to meet the needs of young people with communication and interaction needs.
- Students access the full site of the mainstream school.
- Planned and supervised access to the centre for vulnerable students at unstructured times.

**Access to the curriculum**

- The school as a whole aims to provide quality first teaching to meet the needs of all its pupils. Subject teachers are responsible for the learning and progress of all students in their classes.
  In addition, young people in the centre may be provided with:
  - a visual timetable and visual supports if necessary.
  - support to manage transition between activities and changes to the school day.
  - opportunities to develop flexibility of thought and empathy.
  - opportunities to generalise learning and skills across the curriculum.
  - language enrichment opportunities advised by.
  - support to develop their social skills.
  - support to access extracurricular activities and educational trips.

- Pupils aim towards increasing mainstream inclusion and independent learning.
- Speech and language therapists work in close partnership with centre to embed high quality therapeutic interventions across the curriculum and to monitor progress towards individual targets.
- Speech and language therapists are able to provide training opportunities for teaching and support staff.

**Involvement of parent /carers**

- Parent/carers are vital in the discussion about the individual needs of their children.
- A strong partnership between parents/carers, and teachers and other professionals is fundamental in the planning of successful outcomes for children.
Annual targets are co produced with students and their parents/carers and any formal review of progress place the views of parents and the voice of the child as central to the process.

Quality assurance

SEN Monitoring Visits by local authority representatives will refer to:

- The joint monitoring visit audit
- The speech language and communication framework produced by the communication trust.
- The autism standards for schools and educational settings produced by the Department for Education backed Autism Education Trust. The standards focus on four areas: the individual pupil; building relationships; curriculum and learning; enabling environments. The full standards can be found at www.autismeducationtrust.org.uk.
- All staff are to follow and evidence a robust induction and subsequent programme of continuing professional development.
- Parents/carers and pupils engagement will contribute to the ongoing review of provision.
Surrey specialist centre for communication and interaction needs (COIN) (secondary)

Purpose

Surrey specialist centres for communication and interaction needs (secondary) are designed to meet the needs of young people with identified communication and interaction (COIN) difficulties. This broad category of need includes speech, language and communication (SLCN) and autism. The arrangements of the specialist centre may also benefit those with a specific learning difficulty (SpLD). The provision is for young people who will benefit from attending mainstream classes independently for the majority of the school day, but who also require some regular withdrawal to access additional specialist support, in order to achieve their educational outcomes. Through targeted intervention, including some withdrawal for small group/1:1 work, including that recommended by a speech and language therapist, it is intended that the young people make academic progress and develop achieve their full potential.

Students will be in receipt of a statement of special educational needs or an EHCP admissions will be through the Surrey County Council SEND admissions process.

Key features of provision

- A personalised curriculum for students who are working at broadly age appropriate levels in at least some areas of attainments.
- Opportunities for small group work in the centre which aims to provide a low distraction learning environment.
- Opportunities for small group work in the mainstream class, arranged flexibly according to individual need.
- The use of nationally recognised strategies to support the speech, language and communication needs of young people.
- Targeted specialist intervention aims to provide an opportunity for students to enrich their vocabulary and language acquisition.
- Explicit teaching of strategies to support social communication.
- Support to achieve independence.
- Further provision takes account of any additional student needs where appropriate.
- Staff are trained in meeting the needs of children with SLCN, SpLD and autism.
- Close liaison between specialist centre, speech and language therapy, Learning support and Mainstream teaching staff.
- Careful planning and preparation for transition between phases of education, including close liaison between staff, parents/carers and students, primary schools and post-16 providers and relevant external agencies.
- A sense of belonging within the whole school community, based on a strong school ethos of respect and inclusion.

Access to the environment

- The centre itself provides a structured, safe environment to meet the needs of young people with communication and interaction needs.
- Students access the full site of a secondary mainstream school.
- Planned and supervised access to the centre for vulnerable students at unstructured times.

Access to the curriculum

- The school as a whole aims to provide quality first teaching to meet the needs of all its students. Subject teachers are responsible for the learning and progress of all students in their classes.
- The curriculum is delivered through mainstream teaching, supported by specialist teaching, where appropriate.
- In the Centre, experienced and trained staff work with students and are empathetic to the needs of those with special educational needs, specifically those with communication difficulties, which may be expressive, receptive, speech production, or social communication difficulties. In addition, young people in the Centre may be provided with:
  - a visual timetable and visual supports if necessary.
  - support to manage transition between activities and changes to the school day.
  - opportunities to develop flexibility of thought and empathy.
  - opportunities to generalise learning and skills across the curriculum.
  - language enrichment opportunities advised by support to develop their social skills.
  - support to access extracurricular activities and educational trips.

- Students aim to take 8 GCSE courses at key stage four.
- Speech and language therapists work in close partnership with centre and learning support staff to embed high quality therapeutic interventions across the curriculum and to monitor progress towards individual targets.
- Speech and language therapists are able to provide training opportunities for teaching and support staff.

Involvement of parent /carers

- Parent/carers are vital in the discussion about the individual needs of their children.
- A strong partnership between parents/carers, and teachers and other professionals is fundamental in the planning of successful outcomes for children.
- Annual targets are co-produced with students and their parents/carers and any formal review of progress place the views of parents and the voice of the child as central to the process.

**Quality assurance**

SEN Monitoring Visits by local authority representatives will refer to the Joint monitoring visit audit, school self-evaluation will take account of:

- The speech language and communication framework produced by The Communication Trust.
- The autism standards for schools and educational settings produced by the Department for Education backed Autism Education Trust. The standards focus on four areas: The individual pupil; Building relationships; Curriculum and Learning; Enabling environments. The full standards can be found at [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk).

In addition:

- All staff are to follow and evidence a robust induction and ongoing programme of continuing professional development.
- Parents/carers and pupils engagement will contribute to the ongoing review of provision.
- The headteacher provides regular progress reports to the school governors.
NAS Cullum specialist centre (secondary)

Purpose

NAS Cullum specialist centres (secondary) are designed to meet the needs of young people who will benefit from the breadth of a mainstream curriculum, but due to the barriers arising from their sensory, social and communication difficulties, find the environment too challenging for a full time mainstream placement, despite a high level of targeted intervention and differentiation. The level and frequency of support they require in order to access their mainstream lessons will exceed that usually expected in a specialist centre for communication and interaction needs (COIN). Through an individualised package of targeted intervention, including regular withdrawal for small group or 1:1 work, it is intended that the young people will gain strategies for coping and the independence to manage increasing inclusion in the mainstream, increasing their range of opportunities as they prepare for adulthood. Students will be in receipt of a statement of special educational needs or an EHC Plan. Admissions will be through the Surrey County Council SEND admissions process.

Key features of provision

- A personalised curriculum offer for pupils who are working at broadly age appropriate levels in at least some areas of attainments.
- Small group and 1:1 teaching in the specialist centre, as well as in the mainstream class, arranged flexibly according to individual need.
- A highly structured and predictable environment.
- The use of nationally recognised strategies to support the needs of young people autism.
- The use of visual supports to aid processing and organisational difficulties.
- The pre-teaching of subject-specific vocabulary.
- An emphasis on supporting to achieve independence.
- Further provision to take account of any additional pupil needs where appropriate.
- Experienced and well trained staff.
- Specialist therapy staff (speech and language therapist; occupational therapist).
- Close liaison between specialist centre and mainstream teaching staff.
- A sense of belonging with the whole school community.

Access to the environment

- A structured, low arousal environment to reduce anxiety and sensory overload.
- Individual sensory needs will be met, taking into account the advice of an occupational therapist.
• Designated calming areas/safe spaces for young people who need time and space to allow for emotional self regulation, including a resource base which is staffed throughout the school day.
• Zoned outside spaces which provide access to provide quiet, sensory and recreation areas.

Access to the curriculum

• Highly trained staff working with pupils and who are empathetic to the needs of children with autism and communication needs
• Highly structured teaching will include:
  ✓ A carefully planned and managed timetable supported by visual prompts.
  ✓ Opportunities to develop pupils’ tolerance to working in whole class and small groups.
  ✓ Carefully managed transition between activities to reduce unstructured times and prepare for change.
  ✓ Opportunities to develop flexibility of thought and independence.
  ✓ Opportunities to generalise learning across the curriculum.
  ✓ An emphasis on language enrichment.
  ✓ An emphasis on social communication using recognised and evidence based skills programmes under the direction of a speech and language therapist.
  ✓ Preparation for adulthood through a focus on developing independence and life skills.

• The curriculum to be delivered through a blend of specialist centre and mainstream class based teaching.
• There is an expectation that young people will aim to spend a significant part of the school week included mainstream lessons as independently as possible, tailored to individual need.
• The curriculum is built on a philosophy of meeting the holistic needs of the pupils with highly effective communication and development of independence as key principles.
• All pupils with be aiming towards taking a broad range of GCSEs in Key Stage 4.
• Personal, Social, Health and Citizenship Education (PSHCE) will be carefully tailored to individual needs, including an emphasis on emotional resilience, social interaction and staying safe in the community.
• Speech and language therapists and occupational therapists work in close partnership with teaching staff to embed high quality therapeutic interventions across the curriculum and to monitor progress towards individual targets.
• Staff will be trained and experienced in working with children and young people with autism.
• All staff should be trained in sensory integration difficulties and in sensory profiling.

Post 16 arrangements

• Specialist advisers support preparation for adulthood. Students are encouraged to explore the outcomes they wish to achieve for the next stage of their lives.
• Work related learning is introduced to the curriculum where appropriate, so that pupils can learn to apply their skills to the world of work.
• Pupils are actively supported in transition planning which may include plans transfer to the local sixth form provision or visits to other post16 provisions.

Involvement of parent carers

• Parent carers are acknowledged as experts in the individual needs of their children.
• A strong partnership between parents and carers, and teachers and other professionals is fundamental in the planning of successful outcomes for children.
• Individual plans will be co-produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process.

Quality assurance

• Quality assurance and monitoring will be undertaken by National Autistic Society in Partnership with Surrey County Council.
• The NAS Cullum centre will be registered under the Autism Accreditation scheme.
• All staff are to follow and evidence a robust induction and ongoing programme of continuing professional development.
• Parents/carers and pupils engagement will contribute to the ongoing review of provision.
• The school will take account of the autism standards for schools and educational settings produced by the Department for Education backed Autism Education Trust. The standards focus on four areas: the individual pupil; building relationships; curriculum and learning; enabling environments. The full standards can be found at www.autismeducationtrust.org.uk.
Surrey special schools for communication and interaction needs (COIN) (secondary)

Purpose

Surrey special schools for communication and interaction needs (secondary) are designed to meet the needs of young people who are working at broadly age-related levels in at least some areas of attainment. However, due to the anxiety arising from their sensory, social and communication difficulties, they are unable to manage the mainstream school environment, even with the additional support available at a specialist centre. Their needs require a low arousal environment and a high level of targeted intervention and differentiation throughout the school day. Students will be in receipt of a statement of special educational needs or an EHC Plan. Admissions will be through the Surrey County Council SEND admissions process.

Key features of provision

- The use of visual supports and autism-specific strategies.
- An emphasis on supporting to achieve independence.
- Further appropriate provision to take account of any additional pupil needs.
- Experienced and well-trained staff, including some subject specialist teachers.
- An inclusive and enabling environment where expectations of achievement are high.
- Teaching and learning is delivered in small classes and personalised to individual needs.
- Curriculum delivery is engaging, using audio, visual, kinaesthetic and multisensory teaching approaches as appropriate to reinforce learning.
- Progress towards individual outcomes are rigorously monitored and reviewed in consultation with parents.
- Pupils work towards the broad range of nationally accredited qualifications, including a range of GCSEs.
- Strategies advised by speech and language therapists are embedded into teaching and learning throughout the school day.
- Support is available from a range of health professionals where needs have been identified.
- Pupils are actively supported to develop their independence skills as much as possible to prepare them for the next stage of their education.
- Where additional needs have been identified, these will be met through appropriate provision.
- Structured social and leisure sessions form part of the curriculum to support further social development needs.
- Pupils are prepared for their next stage of education, employment or training through careful transition planning.
Access to the environment

- A structured, low distraction environment supports young people to remain focused.
- Designated calming areas/safe spaces will be offered for children who need time and space to allow for emotional self-regulation.
- Carefully planned outside spaces which provide access to quiet recreation areas.

Access to the curriculum

- Highly trained staff working with pupils and who are empathetic to their needs of young people with social communication needs, including autism.
- Highly structured teaching will include:
  
  ✓ A carefully planned and managed timetable supported by visual prompts.
  ✓ Carefully managed transition between activities to reduce unstructured times and prepare for change.
  ✓ Opportunities to develop pupils’ tolerance to working in whole class, small groups and 1:1 situations.
  ✓ An emphasis on student engagement to underpin learning.
  ✓ Within the structured curriculum offer, the flexibility to offer stimulating and novel activities, tailored to individual need.
  ✓ Opportunities to develop pupils’ flexibility of thought and independence.
  ✓ Opportunities to generalise learning across the curriculum.
  ✓ An emphasis on language enrichment.
  ✓ An emphasis on social communication and interaction using recognised and evidence-based skills programmes under the direction of a speech and language therapist.
  ✓ Sensitive delivery of the curriculum to take account of individual sensory needs, under advice from an occupational therapist
  ✓ Discrete sessions to encourage a breadth of leisure activities
  ✓ Preparation for further education through a focus on developing independence and life skills.

- The curriculum is built on a philosophy of meeting the holistic needs of the pupils with highly effective communication and development of independence as key principles.
- All pupils with be aiming towards taking some GCSE courses in Key Stage 4.
- Further accredited courses are offered for young people seeking alternative qualifications.
- Personal, social, health and citizenship education (PSHCE) is carefully tailored to individual needs, including an emphasis on social interaction and staying safe in the community
and specialists work in close partnership with teaching staff to embed high quality therapeutic interventions throughout the school day and to monitor progress towards individual targets.

- Staff will be trained and experienced in working with children with communication and interaction needs.
- All staff should be trained by in sensory integration difficulties and in sensory profiling.

Involvement of parent carers and young people

- The views of the individual will always be sought in the planning of their personal targets, as part of person-centred outcome-focused planning.
- Parent carers are acknowledged as experts in the individual needs of their children.
- A strong partnership between young people, parent carers, teachers and other professionals is fundamental in the planning of successful outcomes for children.
- Individual plans will be co-produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process.

Post 16 and transition arrangements

- Specialist advisers support preparation for adulthood, beginning in Year 9. Pupils are encouraged to explore the outcomes they wish to achieve for their future.
- Work related learning is introduced to the curriculum, where pupils learn to apply their skills to the world of work.
- Pupils are actively supported in transition planning which may include plans to transfer to the local sixth form provision or visits to other post-16 providers.

Quality assurance

- School self evaluation will take account of the national autism standards for schools and educational settings which are applied and audited against the 4 main groups: the individual pupil; building relationships; curriculum and learning; enabling environments. The full standards can be found at www.autismeducationtrust.org.uk.
- All staff follow and evidence a robust induction and ongoing programme of continuing professional development.
- There are regular monitoring visits by local authority representatives to monitor the progress and outcomes of pupils.
- Parents/carer and pupils engagement will contribute to the ongoing review of provision.
The headteacher of the school regularly provides detailed reports to its governors who have a responsibility for ensuring the best outcomes for the pupils of the school.
Surrey specialist centre for sensory impairment (SI)

Purpose

Surrey specialist centres for sensory impairment are designed to meet the needs of young people who are in receipt of a statement of special educational needs or an EHC Plan and who will benefit from the breadth of the mainstream curriculum, but due to the specific access needs arising from their sensory impairment(s), would be unable to make adequate progress and close their attainment gap, even with a high level of targeted intervention and differentiation. Through the enhanced support available at the specialist centre, it is intended that the young people will make progress in line with their peers.

Key features of provision

- The specialist centre caters for the needs of children and young people with sensory impairment as an integral part of a mainstream school.
- The school promotes the inclusion and achievement of children and young people with sensory impairment fostering a sense of belonging with the whole school community.
- Teaching and learning is delivered by appropriately qualified and trained staff.
- There is an emphasis on supporting to independence.
- There are opportunities for small group and 1:1 work in a low distraction environment.
- Further provision is made to take account of any additional pupil needs where appropriate.

Access to the environment

- The learning environment will be maximised to meet the sensory needs of the pupils.
- For centres with pupils who have hearing impairment the acoustics within the classroom should comply with the basic requirements for classrooms as contained in the current acoustic design of schools regulatory framework or performance standards.
- For centres with pupils who have vision impairment an environmental audit has been undertaken and appropriate adaptations made to ensure an optimal safe and accessible learning environment.
- The use of recommended specialist equipment is incorporated into all aspects of the curriculum.
- Children and young people with sensory impairment are supported to maximise the use of identified specialist equipment to increase their independence.
Access to the curriculum

- Staff will be trained and experienced in working with children with sensory impairment. All teaching staff within the specialist centre will hold the appropriate mandatory qualification or be in training for it.
- Staff within the nominated school will receive the training and support they require to enable them to respond to the needs of the pupils with sensory impairment.
- Specialist equipment will be used consistently.
- The school rigorously monitors progress and identifies appropriately challenging targets for children and young people with sensory impairment as well as highlighting and addressing any gaps in attainment.
- Children and young people with sensory impairment are supported in line with school policy and national guidance.
- Highly structured teaching will include:
  - Specialist assessments and analysis of attainment carried out in partnership with the teacher holding the relevant mandatory qualifications for teachers of children with a sensory impairment.
  - Opportunities to generalise learning across the curriculum.
  - An emphasis on language enrichment.
  - Opportunities to develop social skills.
  - Preparation for adulthood through a focus on developing independence and life skills; including where appropriate by provision of mobility and independent living skills by a qualified paediatric habilitation officer.

- The curriculum to be delivered through a blend of specialist centre and mainstream class based teaching. Specialist centre teaching may include teaching specific skills such as pre concept teaching, braille and social interaction.
- There is an expectation that young people will aim to spend a significant part of the school week included mainstream lessons as independently as possible, tailored to individual need.
- All pupils with be aiming towards taking GCSE courses in Key Stage 4.
- Personal, social, health and citizenship education (PSHCE) will be carefully tailored to individual needs, including an emphasis on appropriate social interaction and staying safe in the community.
- Physiotherapists and occupational therapists work in close partnership with teaching staff to embed recommended strategies across the curriculum and to monitor progress towards individual targets.
- Children and young people with sensory impairment are supported to have good levels of self esteem and confidence and develop a positive self identity.
Involvement of parent carers

- Parent carers are acknowledged as experts in the individual needs of their children.
- A strong partnership between parents and carers, and teachers and other professionals is fundamental in the planning of successful outcomes for children.
- Individual plans will be co-produced with parents and any formal review of progress will place the views of parents and the voice of the child as central to the process.

Post 16 and transition arrangements

- Pupils are actively supported in transition planning which may include plans to transfer to the local sixth form provision or visits to other post-16 provisions.
- Relevant and meaningful work experience and enterprise opportunities are facilitated, which allow the young person to apply their skills in real world contexts.
- There are effective transition arrangements in place for children and young people with sensory impairment which include assessing the young person’s need for support to overcome potential barriers.
- Transition visits and liaison with potential employers or education establishments are established.

Quality assurance

SEN monitoring visits by local authority representatives who will have a specialism in sensory impairment and an external consultant will refer to:

- The standardised joint monitoring visit process
- The quality standards as appropriate to the setting and children and young people within it.
- Quality standards resource provisions for children and young people with visual impairment in mainstream schools RNIB 2012 available at www.rnib.org.uk.
- Quality standards in education support services for children and young people who are deafblind/Multi-Sensory-Impaired. Sense 2004 available at https://www.sense.org.uk/
- Regarding acoustic standards, these are currently outlined in section 1 of building bulletin 93 (regulatory framework for the acoustic design of
Schools); however there is an ongoing consultation with the Department for Education around performance standards for acoustic design of schools.

- All staff follow and evidence a robust induction and ongoing programme of continuing professional development.
- Parents/carers and pupils engagement will contribute to the ongoing review of provision.