



Underley Garden

Special Educational Needs Policy

Created:	2013
Reviewed:	September 2025
To be reviewed:	September 2026

Rationale

This policy is based on the statutory guidance contained within:
[Special Educational Needs and Disability \(SEND\) Code of Practice](#)
[Part 3 of the Children and Families Act 2014](#)

It also pays consideration to:

[Equality Act 2010: advice for schools DfE Feb 2013](#)
[Schools SEN Information Report Regulations 2015](#)
[Current Statutory Guidance on Supporting pupils at school with medical conditions](#)
[School's Safeguarding Policy](#)
[Current teachers standards](#)
[Current teaching assistant standards](#)
[Keeping Children Safe in Education](#)

The Ethos and Values of our School

Here at Underley Garden, our team are committed to creating an Educational, Therapeutic, Caring environment where children and young people with Special Educational Needs achieve their best, becoming confident individuals who live fulfilling lives, and make a successful transition into adulthood.

We make a difference because we:

- Are committed to the development of the individual so that each student comes to experience life as a worthwhile enterprise
- Support the continuous development of knowledge, understanding and skills, with a belief that learning is a lifelong journey
- Unconditionally value every person and respect their dignity as a unique individual irrespective of their difficulties
- Nurture individual strengths and encourage students to approach challenges positively by developing their confidence, resilience, motivation, independence, self-awareness and sense of self-worth
- Engender a holistic, person-centered approach which enables our students to overcome barriers to learning
- Always encourage our students to 'be the best that they can be'
- Work together with parents, carers and wider families to support the individual and unique needs of our students
- Offer a '24-hour curriculum' - Sharing practice with parents and carers, supporting growth across all aspects of a child or young persons life

- Collaborate with school based and external multi-disciplinary colleagues and service partners to ensure a joined-up approach to supporting our students

The range of special educational needs that we provide for

Underley Garden is an Independent Specialist School and Children's Home for children and young people aged 5 -19 years.

At Underley Garden we welcome pupils with a diverse range of needs. Although not exclusively, many of our pupils have a diagnosis of Autism. Many experience a range of other barriers to learning and we take pride in our inclusive, individualised approach to every child and young person.

Our holistic person centered approach to the development of our children and young people is based on current theories and effective, evidence based methods of teaching.

All of our pupils have an Education, Health and Care Plan (EHCP). Our SENCO ensures that the needs identified in the EHCP are considered and met across all aspects of a pupils experience at school. Every pupil is continually assessed, reviewed and monitored via our Multi Disciplinary Team of specialist educators, Educational Psychology, Occupational Therapy, Speech and Language Therapy and all our external partners across Health and Social Care.

Annual Reviews of EHCP's ensure that the evolving needs of our pupils are accurately reflected in their EHCP. The individual journeys into adult life are captured in these documents supporting the transition onto other settings and destinations.

Many of our pupils experience significant barriers to learning due to their complexity of needs, including difficulties associated with severe and complex learning difficulties, autistic spectrum condition, associated medical and health issues and mental health needs. At Underley Garden we aim to support children and young people in making the best possible progress in all areas of their development and in developing skills which will make a positive difference to their lives.

What is the main provision for students at Underley Garden and how is it evaluated?

Bluebell – Pre-Formal curriculum focused on Personalised Learning Intentions (PLI's) linked to EHCP Outcomes

Buttercup – Semi- Formal curriculum focusing on project-based work on themes developed around pupils' interests. Personalised Learning Intentions (PLI's) developed around EHCP outcomes.

Daisy – Formal curriculum for those learners working at below age expected level.

Sunflower – Formal curriculum – core and foundation subjects leading to formal qualifications

Tulip - Semi-Formal curriculum focusing on developing independent life skills to support learners futures post Underley. There are several levels of accredited routes learners can access. Personalised Learning Intentions (PLI's) developed around EHCP outcomes

Curriculum delivery and meeting the special educational needs of our young people we:

- Via our Multi Disciplinary Team (MDT) we develop PLI's (Individualised Learning Intentions) for each young person which build on their strengths and interests, enabling them to develop appropriate skills for the future
- Monitor progress through a range of assessment methods on an ongoing basis
- Via our MDT we devise and implement specifically targeted interventions to address barriers to learning,
- Differentiate teaching and learning approaches to reduce barriers to learning and ensure that young people are able to access the appropriate pathway effectively, making the best possible progress
- Use resources effectively to support young people with additional needs
- Provide support from Educational Psychology, Occupational Therapy and Speech and Language Therapy, informing universal whole school and care approach and to support individual needs
- Build trusting relationships with Parents and Carers to enable effective collaboration in support of our young people
- Work closely with external specialist agency partners to ensure a holistic approach to SEND
- Ensure our young people are at the center of all aspects of their learning journey.
- Provide ongoing training for all staff around specific areas needs and inclusive approaches
- Ensure a positive and nurturing learning environment which promotes emotional resilience

Monitoring and Evaluation

A range of methods and approaches are used to monitor and evaluate progress including:

- Ongoing teacher observations of the young person in the daily classroom setting
- Records and evidence of the young person's work showing progress towards curriculum objectives
- Termly Multi Disciplinary Target Setting meeting to devise Individualised Learning Intentions linked to EHCP Outcomes
- Evidence of progress towards targets relating to EHCP outcomes
- Standardised assessments
- Discussion at an appropriate level with the young person about their progress and aspirations
- Discussion with parents about the young person's progress and aspirations
- Discussion with outside agencies about the young person's progress

All class teachers and other internal professionals take part in an ongoing process of assessment, planning and review, considering each young person's strengths as well as areas for improvement. A

rigorous monitoring system is in place to identify young people who are not making the expected rate of progress and teachers and other professionals take swift action to address this.

Teaching and Learning approaches

A range of teaching and learning approaches are used to ensure that all students make the best possible progress, these include:

- The school provides a broad, balanced and relevant curriculum (informed by the National Curriculum) which is differentiated to meet the needs of all students
- Each student follows a curriculum which is relevant and meaningful to them and specifically designed to build on their strengths and abilities and meet their individual needs
- Teaching and therapeutic interventions may take place in whole classes, small groups or individually
- We have small teaching groups which allow the staff to focus on the needs of each individual learner
- From year 9 onwards all pupils are supported to engage with their Preparation for Adult Life
- At key stage 4 students may follow a range of accredited courses: GCSEs / AQA accredited units / Entry Level / Functional Skill Awards
- From Key stage 4 onwards, young people are supported to develop their skills and expertise in their chosen career progression pathway
- Teachers, learning support teachers, therapists and psychologists work together to ensure that students make the best possible progress in all aspects of their learning and development
- On-going assessments measure and plan for progress and to provide additional support when areas of difficulty are identified
- Personal and social skills are proactively taught and nurtured across all areas of the curriculum to encourage the development of confident, sensitive and independent young people
- Explicit teaching of key areas including communication and interaction skills, social and emotional understanding, personal organisation and study skills, PHSCE and citizenship, Pupils' individual needs are regularly assessed and teaching approaches reviewed within a robust school system.
- Regular meetings of key members of staff focusing on individual students provide an opportunity to reflect on progress and continuously adapt the teaching and learning approaches being used to maximise progress
- Bi-annual target setting meetings are held in collaborations with our therapy team, parents/carers and the young person.

Initial and Ongoing Clinical Assessments and Support

Every child or young person placed within Underley Garden undergoes assessment within the first 16 weeks this includes assessment by Educational Psychology, Speech and Language Therapy and Occupational Therapy. This Multi Disciplinary assessment process informs a detailed report which is discussed with the child or young person, carers and other professionals, and where appropriate,

individual therapy actions agreed and disseminated. Regular reviews take place and in addition any member of staff can make a referral to the Health and Therapy team if they feel further specialist expertise is required.

Support for developing emotional and social development

At Underley Garden all members of the school community treat one another with respect:

- Everyone has a right to feel welcome, safe and included; no-one should be bullied, threatened or left out in any way.
- Everyone should understand and accept that members of our school community come from many different backgrounds and cultures and this makes our school an interesting place in which to learn.
- We do not make comments or jokes that make others feel uneasy or unhappy or make fun of people's differences, be it their race, gender, class, sexuality, ability or appearance.

Our code of conduct is very important as it sets the standards of behaviour we expect of every member of our school community. However, we recognise that due to individual specific needs this standard can be a challenge for some.

Our aim is to support students to develop an appropriate standard of behaviour and to enable them to manage their own behaviour in a socially appropriate way. Our behaviour management policy sets out the steps used to achieve this and the consequences if behaviour falls below expectations. All staff are proactive in praising and rewarding positive behaviour and work to eliminate undesirable behaviour such as rudeness, aggression and bullying

Arrangements for consulting and involving parents and carers

Communication and collaboration with Parents and Carers is key to the holistic growth and development of our pupils. We ensure this in a number of ways including;

- Initial parental visits to school
- Placement meetings on entry
- Initial Placement review meetings
- Regular communication via home/school and care / home books for information exchanges and key messages. Telephone calls, Seesaw online two way communication tool
- Three school reports a year
- Individualised Learning Intentions are set each term in conjunction with parent/carers views
- EHCP Annual Review meetings – via parent voice and in person attendance
- Interim Review meetings if required or requested
- Twice annual surveys of parent's views and opinions
- Transition planning meeting if required
- Open School Events

- Arts Events
- Summer Ball

Consulting students

All children and young people in our school are treated with dignity and respect, their views and aspirations are central to our approach and the support we offer. A personalised approach to the curriculum is adopted for each student across all phases to ensure that they can access learning and experience success. We consult with students in the following ways:

- High staff: pupil ratio enables constant mentoring with familiar consistent adults there to listen and be proactive about pupils views, wishes and opinions
- The School Council involves students in making suggestions and decisions about every day school life
- Teachers support pupils to make their views clear when EHCPs are reviewed
- The speech and language therapy team support students to develop communication their views using their preferred communication style and a range of approaches including assistive technology, symbols and talking mats.
- Surveys of student views are completed twice annually

Involving other Professionals

Underley Garden is fortunate to have a wide range of professionals working in collaboration from both within school and externally, offering a multi-disciplinary holistic approach to our children, young people and their families.

The school staff team includes: Teachers, Teaching Assistants, Speech and Language Therapists and Occupational Therapists, Psychology, Play Therapy.

We work closely with a wide range of external partners too including: Health, Social Care, Local Authority SEND services and Independent Specialist Professionals.

Supporting transitions and destinations between phases of education and preparation for adulthood

All transitions big or small are supported and prepared for. These may be pupils moving from class to class, phase to phase or leaving school and moving on to the next exciting step towards adulthood.

From year 9 onwards all pupils have a Transition Plan which supports discussion and planning for each phase. Discussions take place with parents and carers and a range of professionals both within school and externally to ensure our pupils are fully prepared and supported in each step towards their futures.

Careers Advice and Guidance naturally forms an essential part of the curriculum as a pupil reaches the final years of schooling. Each pupil is supported in developing the skills and confidence they require to pursue future educational and vocational opportunities. Work experience and visits to Colleges of Further Education are arranged and supported.

Independent advice and guidance is provided by a representative of Cumbria Inspira who offers support around destinations in education, careers and future choices.

Progression routes of recent leavers from Underley Garden have included: Specialist and Mainstream Further Education Colleges, Training schemes, Employment, Supported Employment Initiatives, Specialist Residential Settings and Voluntary Work.

Further details of the Underley Garden School post 16 provision offer can be accessed via contacting school directly.

Learning Disability Nursing Service

Our residential pupils benefit from access to a team of Learning Disability Nurses who co-ordinate all matters relating to the health and medical needs of the pupils. A health care plan is produced for each pupil which details the provision required to meet their needs. Medical records are kept for all our pupils. The Nurses oversee the administration of any medication necessary for the pupils at school. Our residential pupils are registered with the doctor at Kirkby Lonsdale Health Centre. The nursing team are able to arrange for routine immunisation to be carried out. In addition the school has a number of qualified first aiders to provide emergency aid when required.

Concerns and complaints

Any parent or carer who has a concern or complaint should discuss the matter with a member of staff and/or refer to the Principal/Head teachers. We hope to resolve any complaints quickly and informally. However, where this is not possible, we have a formal complaints procedure which is followed in such circumstances. Copies of the complaints procedure can be accessed from the school's website

Publication of information on the students placing authority's local offer

The school currently works with 5 placing authorities. Each of the local authorities are required to publish their local offer which should be found via the councils' website SEN page. Underley Garden local offer for SEND can be downloaded from the 'Important Information' section of the home page on the school's website.