

Crystal House Special Educational Needs and Disabilities Information Report 2020 – 2021

Reviewed: Sept 2020, Sasha Sharpe SENCo

Next Review: Sept 2021

1. What kinds of SEND are provided for at Crystal House?

Crystal House is a CAMHS learning disability service. It is an inpatient assessment and management unit for young people. Its aim is to provide an age appropriate, non-stigmatising and therapeutic environment, in which young people who have a learning disability, mental health issues and significant impairment of behaviours are offered hospital-based assessments and person-centred care planning. The Service is for young people aged between 13-18 years (up to their 18th birthday).

The CNWL Clinical Team regularly review suitability of the young person for their hospital-based care pathway and liaise closely with them, family and community-based services for timely, effective and smooth discharge into less restrictive care options.

Ashley College provides the teaching and learning for the service users in the school room.

2. What is our policy for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCo?

Crystal House and Ashley College together start from a rigorous initial assessment of the student's full range of needs – not just the primary need - with information from previous educational providers, medical and professional reports, including:

- Medical history.
- Information from an existing EHC Plan which all students have at point of entry to Crystal House.
- Educational reports from current SEN school or prior setting.
- Speech and language assessments.
- Educational psychology reports.
- Reviewing current or most recent targets and setting new goals as necessary.
- Liaising with the local authorities of individual students.
- Weekly multi-disciplinary meetings/reviews.

The SENCo is:

Sasha Sharpe who can be contacted via the Ashley College school office on 0208 937 3330.

3. What arrangements are in place for consulting parents of children with SEND and involving them in their child's education

The Crystal House ethos is inclusive and the education team work in partnership with the health professionals and parents/carers. **During the current Covid climate meetings/ reviews might be offered via webcam to minimise the number of adults entering the provision.** Our discussions with parents/carers:

- Allow time to explore their views and share concerns.
- Review progress, agree new targets, discuss the effectiveness of interventions and new needs and agree respective responsibilities.
- Are led by the lead teacher who has a good knowledge of the student's needs and attainment.
- Always take account of student views.
- Have agreed outcomes, action and support recorded and copied to relevant staff, and the parent/carer.

We will also:

- Send parent/carers end of term reports on their student's progress.
- Discuss concerns where a student is not making progress; and plan any extra support needed as part of the weekly multi-disciplinary team meeting and six weekly reviews.
- Draw on outside agencies' help if necessary.
- Write end of placement /transition reports for service users.
- Parents/carers are invited to attend CPA/CETR meetings every six weeks.
- Encourage parents to attend Family therapy sessions that are offered as part of the in-patient Crystal House support package.

How can parents/ carers let the school know they concerned about their child?

- Speak to the teacher in charge.
- Speak to the nurse in charge or the ward matron.
- If they are not satisfied, speak to the clinical lead.

4. What arrangements are in place for consulting young people with SEND and involving them in their education?

Students are given opportunities to discuss their opinions, wishes, concerns and requirements during:

- The initial assessment period with educational and clinical professionals.
- Daily lessons with the lead teacher.
- **During the current Covid climate the number of adults permitted in the classroom has been reduced to ensure Crystal House complies with social distancing. This has impacted on the number of sessions a student might be able to access in the classroom each day.**
- Daily reviews with the student and key health care worker.
- Six weekly CPA/CETR face to face or webcam review meetings where targets are reviewed and set with the student, parents/ carers and clinical team.
- PEP, CP, CIN and LAC reviews, if required.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

The information collected from our initial assessment is the basis for a Personal Learning Profile for each student. Information from the EHC Plan is incorporated. At Crystal House we have a 6-weekly review cycle using the ASSESS, PLAN, DO, REVIEW model for all our students. Parents/Carers attend via webcam if Covid restricts face to face contact.

The personalised student profile records: adjustments, interventions, equipment and support to be put in place, expected outcomes, including targets that address the learning difficulties and teaching strategies or approaches required

How do we assess, plan for and review our SEND provision?

PIVATS is used as an academic target setting tool and is used to generate Data and reports regarding service users progress.

We:

- Attend morning medical handovers with the lead nurse.
- Hold daily staff briefings to discuss students' needs and current concerns.
- Six weekly personalised learning targets are set and reviewed for all students and parents/ carers.
- Invite students to review their progress constantly.
- Nurture a culture of personal responsibility for one's own learning.
- Make regular changes in provision, timetables, interventions in response to need or demand.

- Track student progress termly and send reports to parent/carers each term on progress and attainment, attendance and effort, behaviour and responses to interventions.
- Participate in annual (or sooner if necessary) EHC Plan reviews and writing outcomes lead by the student's local authority.
- Assess staff needs and deliver training to ensure quality first teaching takes place.
- All students at Crystal House have identified learning disabilities and will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught learning.
- Termly classroom observation by the senior leadership team.
- Curriculum planning discussions and audits to ensure work is differentiated.
- Attend the weekly multi-disciplinary meetings, care programme approach and 6 weekly clinical education treatment review meetings.

6. How do we support children and young people in moving between phases of education and in preparing for adulthood?

Working closely with the clinical team, our transition practices are aimed at preparing students for Steps into Adulthood or reintegration into full time education and/or back in the community. Our guiding principle is 'building confidence for the future' through core values of resilience, self-confidence, tolerance, self-esteem, and respect' so that our students feel equipped to move forward in their education and learning.

- We encourage students to access the school room as soon as they are able. They all have individual timetables; some may start by attending the school room for an hour a week whilst others are ready to attend full time from their initial point of entry to Crystal House.
- Teaching transferable life skills through classroom which can be accredited through AQA unit awards. These skills are shared with care team allowing them to further develop these with students during non-classroom based activities.
- Transitions are carefully planned by the clinical team at Crystal House and the education team support this by providing education transition plans for the next settings.

7. What is our approach to teaching children and young people with SEND and what support is there for improving the emotional and social development of students, and how do you prevent bullying?

- We welcome and celebrate diversity.
- We believe that high self-esteem is crucial to students' wellbeing.
- We give high priority to students social and emotional development and preparing them for adult life; we help them develop social relationships, independent living and participation in society.
- We have a caring, understanding team who support the Crystal House clinical team in looking after students' health and wellbeing.
- We follow the [Crystal House safeguarding policy](#) and procedures in place to protect our students.
- Together with the clinical team we deliver PHSCE sessions covering topics such as understanding social distancing, handwashing and wearing face masks to prevent the spread of Covid, raising self-esteem, working in groups and building positive relationships with others.
We adhere to the students PSBP (Positive Behaviour Support Plan).
- Parents are also sign posted to : www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/becoming-an-adult-and-preparing-for-the-future

8. How will the teaching and learning environment be adapted for my child with SEND?

All the students at Crystal House have identified and significant learning and mental health needs, and we adapt learning for individual need by:

- Offering personalised learning plans with targets and a personal timetable.
- Each student's plan details individually appropriate teaching approaches, strategies for learning and resources.
- We make special adaptations for individual needs (e.g. i-pads, scribes, special furniture for those uncomfortable with writing; therapeutic activities such as art, gardening, cooking, yoga and relaxation, 1:1 group, special classroom positioning and large font worksheets.
- Crystal House has been adapted to meet the needs of students with physical needs. It is on a ground floor level with wheelchair access throughout.
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9. How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCo supports the lead teacher to plan and deliver quality first teaching that is differentiated and personalised to the students' needs.
- The lead teacher has previous experience of a SENCo role, and the teaching assistant is a HLTA with prior experience of SEND setting.
- Regular staff training has covered autistic spectrum disorders, first aid, visual impairment advice, anaphylaxis, use of computer software and Young Minds "Mental Health in Schools Training."
- At the weekly Multi-Disciplinary Team meeting clinically trained staff offer support and work discussions to Crystal House education team.
- All staff have had PPE training and take appropriate measures to safeguard themselves and students against Covid 9 in line with DfE guidance).

10. How do we evaluate the effectiveness of the provision made for young people with SEND?

At Crystal House we monitor and review through:

- Student progress reviews by the teacher concerned, with SENCO feedback.
- Classroom observations by SENCO and Head teacher.
- SEND focused book scrutinies and learning walks.
- Termly data analysis to inform interventions.
- Six weekly personal development targets setting and reviews with students and parent/carers.
- Staff CPD reviews.
- Multi-Disciplinary reviews.
- Attending students' annual reviews help by the relevant Local Authority at least once every 12 months.

11. How is Crystal House accessible to students with SEND? How does Crystal House ensure children and young people with SEND can engage in all activities available?

- Students' needs are assessed via a rigorous multi-disciplinary baseline assessment on entry.
- Clinical reports are gathered in order to assess deficits upon admission.
- We make any reasonable adjustment to meet their needs ahead of their arrival where relevant.
- The building is on a single storey site accessible to those with physical and mental disabilities, with disabled facilities in all areas.
- We adapt the learning and physical environment to student needs – e.g. low arousal décor, special furniture for medical conditions.

- The clinical team carry out risk assessments and put in place necessary support. **This includes Covid risk assessments.** These are completed on an as and when basis due to the high needs of the students.

12. How does the school manage the administration of medicines?

Nurses/medically trained staff administer drugs to the students.

13. What support is there for behaviour, avoiding exclusion and increasing attendance?

- Crystal House is a secure residential unit, some students are referred here due to their challenging and often violent behaviour – this is dealt with by following a Personal Behaviour Support Plan – utilising a safe space for de-escalation.
- Working very closely with the clinical team to ensure a student can access the school room as soon as they are ready.
- The very experienced teacher and HLTA create a calm and positive learning environment.
- All students are accompanied by at least one health care worker when in the school room.
- Challenging behaviour is managed by the health care workers, nursing staff and clinicians at Crystal House.

14. How are the school's resources allocated and matched to children's SEND needs?

- All students at Crystal House have an EHCP. The schoolroom is funded and resourced through High Needs Funding provided by the Local Authority.
- Resources are employed according to need within the limits of the budget.

15. Who are the other people providing services to children with SEND in the school?

We work closely with The Kingswood Centre/Crystal House staff who provide a range of support for the students during their stay, these include:

- Psychiatrists.
- Clinical psychologists.
- Speech and language therapist.
- Occupational therapists.
- Music and art therapists.
- Nursing team.

16. What if I need to complain?

Parents have rights of redress if the school, management committee or the Local Authority fail in their duty to provide or if the parent disagrees with a decision or feels there is discriminatory practice; via

- Crystal House [complaints procedure](#).
- The disagreement resolution service (disagreements between parents/young people and the Local Authority or parents/young people and the education provider).
- Complaints to OFSTED (about whole SEN provision, not individual students and where the complaints procedure has not resolved the issue).
- An appeal to SEND First-Tier Tribunal about EHC Assessments/plans and /or disability discrimination. This must follow mediation unless it is over the naming of a school placement.
- Complaint to the Local Authority ombudsman (if not resolved through the Local Authority complaints procedure).
- Complaint to the Secretary of State (against schools or Local Authority).

Crystal House will advise parents/carers on where and how to pursue any complaint.