



Tor View School



Special Educational Needs and Disability January 2026

Local Procedure Title	Special Educational Needs and Disability
Site	Tor View School
ECS Policy number and title	ECS 33 Special Educational Needs and Disability
Local Procedure template reference	ECS LP 33
Local Procedure date	January 2026
Local Procedure review date	January 2027
Local Procedure Author(s)	Claire Treliving
Local Procedure Ratification	Checked and Approved by: Nicola Cutler

<p>1. Introduction</p> <p>The core purpose of the school is to develop pupils’ communication, personal and social skills and to provide rich learning experiences that reflect their needs, abilities and interests to enable pupils to achieve.</p> <p>Our overall aim is to be an Outstanding School in our practice and delivery of educational services and to ensure there is a clear, coherent way to provide for the special educational needs of our pupils in order to develop independent and emotionally healthy learners.</p> <p>Children have special educational needs if they have learning or behavioural difficulties which require special educational provision, which is additional to or otherwise different from the educational provision made generally for children of their age. We are a specialist education provider with a focus on quality first teaching.</p> <p>These additional needs may include the following:</p> <ul style="list-style-type: none"> • Cognition and learning. • Speech, language and communication difficulties. • Social communication difficulties (such as ASC). • Sensory, physical and/or medical needs. • Identified ability (able, gifted and/or talented children). <p>Please note this list is not exhaustive.</p> <p>At Tor View School, we cater primarily for children with a diagnosis of ASC. This is catered for within our higher levels of staff support, autism friendly strategies, individual target setting and personalised curriculum. All staff are expected to take into consideration the individual needs of the pupils when planning and delivering the curriculum. In addition to this, our pupils may experience a range of other learning needs and may need additional provision.</p>
<p>2. Principles</p> <p><i>Tor View School aims to provide children with:</i></p> <p style="padding-left: 40px;">“a personalised education that brings out the best in every child, that builds on their strengths, enables them to develop a love of learning; and helps them to grow into confident and independent citizens, valued for the contribution they make.”</p> <p style="padding-left: 80px;">(DfES, 2004, para. 3.0)</p> <p>a) Provide the highest standard of teaching and learning which promotes strong foundations of learning.</p>

- b) Promote an inclusive curriculum and learning environments for all pupils encompassing the Equals Curriculum and National Curriculum where appropriate.
- c) Offer Post 16 pupils the chance to achieve externally accredited courses either in house or supported at a local FE College,
- c) Pro-actively develop, use and promote consistent ASC-specific approaches, with a focus on social interaction and communication
- d) Create a culture and celebration of achievement, stimulating a desire to learn, raising aspirations and expectations
- e) Work in partnership with families, carers, staff and multi-disciplinary teams
- f) Foster and build on pupils' confidence and self-esteem by promoting health, well being, happiness, enjoyment and independence
- g) Provide a stimulating, safe, secure, purposeful and caring environment
- g) Value the voice and views of all pupils, recognising their strengths and encouraging pupils to develop their interests and abilities
- h) Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found and helping pupils to show positive attitudes towards others
- i) Tor View School specialises in the education of children and young people on the autistic spectrum we are committed to promoting inclusion within local mainstream schools and sector college provision as appropriate

Inclusion, equity and diversity

At Tor View School, equity, diversity, and inclusion mean creating an environment where everyone belongs and feels valued, respected and empowered to thrive.

Equity ensures everyone has fair opportunities to succeed by addressing barriers and providing the right support based on individual needs. This means ensuring policies, career progression and workplace adjustments are accessible and applied consistently across all schools, homes, colleges and teams.

Diversity recognises and celebrates the unique perspectives, skills and experiences everyone brings. Our differences make us stronger, and we're committed to fostering a workplace that represents the communities we support.

Inclusion means everyone can belong at work without fear of discrimination or exclusion. It's about embedding inclusive behaviours in everyday interactions, leadership and decision-making, ensuring that regardless of role, everyone has a voice and feels part of the wider community.

At Tor View School, EDI isn't just about compliance or occasional initiatives, it's about doing the right thing by embedding fairness, connection, and belonging into our culture every day.

3. Processes

Pupils are supported by a multi-disciplinary team approach of targeted provision from specialist staff, trained and experienced in ASC. We work with pupils from 7 to 18 years.

Our specialist facilities, teaching and admin areas are situated within open, safe and spacious grounds. We aim to create a calm, low stimulus, structured environment specifically for young people with autistic spectrum condition (ASC), and can meet the needs of those with additional

sensory disabilities and medical needs. More details are given within our Curriculum and Equality Procedures. We make every effort to meet the medical needs of pupils, for example through implementing a clear and practical procedure on the Administration of Medicines. We work closely with Social Services and families, to support the development of all pupils. We also work with Health Trusts and other community agencies who offer support and expertise which enriches our provision for pupils.

3.1 Specialist Provision. Tor View School offers a range of specialist facilities including:

- a) Small classes with a high adult/pupil ratio
- b) Teachers with specialist ASC knowledge, experience and training
- c) A team of skilled and committed support staff who have undertaken specialist training including Educational and Psychologists, Occupational Therapists, Speech and Language Therapists and Soft Touch Tissue therapist.
- d) The school organisation and approaches to teaching and learning are designed to take account of the particular characteristics of pupils with autism; reflecting a range of approaches including PECS, TEACCH, Sensory Integration, Intensive Interaction, TAC PAC and Social Stories
- e) Access to a EQUALs curriculum appropriate to age, needs and abilities, including a modified National Curriculum with a particular emphasis on social interaction and communication skills. This is to build strong foundations to learning.
- f) A Post 16 curriculum supporting the development of life-long-learning skills
- g) Implementation of Individual Education Plans
- h) A physically secure environment with extended curricula related facilities and other specialist facilities including sensory environments, magic carpet, messy play room, music room
- i) Appropriate inclusion opportunities with partner schools, sector colleges and differentiation within the curriculum
- j) Excellent multi-agency links.
- k) Close liaison with a wide range of support services including social services, LAs, CAMHS etc.

3.2 The school development plan is strategically developed to identify and agree priorities and targets. Funding is allocated for specific developments and resources are allocated to effectively meet pupil needs with all classes receiving termly and weekly budgets dependent on need.

3.3 Annual Review Process. Through consultation with parents, local authorities and multi-disciplinary teams, the SLT maintains an overview of the Annual review process and ensures that pupils' needs are met, as identified within the pupil's EHCP plans (SEN).

- a) All Education, Health and Care plans are reviewed annually at the Annual Review. A member of the school Leadership Team chair annual reviews, the Class teacher is present at review meeting. We actively encourage the involvement of pupils in their own review procedures.
- b) The calendar for the annual review of pupils' statements is drawn up at the start of each academic year. The calendar is circulated to all of the relevant agencies so that they can plan their involvement.
- c) As part of the review process the outcomes listed within the EHCP are considered and it may be recommended that they are amended, removed or added to. Short to medium term targets relating to longer term outcomes form the basis of the child's 'Golden Thread' outcomes.

3.4 Assessment Procedures include a range of genre to bench mark progress and achievement, including individual pupils, classes, groups and Key Stages. Assessment processes include school devised assessments, Primum termly achievement data, assessment of teaching and learning as well as external examinations and accreditation.

Assessment of pupils' achievement is used to underpin curriculum planning and to set whole-school targets in performance management. A separate policy describes our Assessment for Learning in more detail. Pupils' achievement and progress towards targets are reviewed on a half termly basis and targets are amended as appropriate throughout the school year.

3.5 Complaints Procedure. We listen carefully to the views of parents and pupils and welcome comments about the school. We invite parents to contact the Head Teacher/ Deputy Head Teacher or the teacher within their child's class if they need further information or if they have any concerns.

Details of the complaints procedures are supplied within the school 'Welcome Pack' or can be obtained from the Head Teacher for parents who wish to make a formal complaint.

By paying close attention to constructive criticism (and to any compliments we may receive) we believe that we can discover improved ways to build on the effectiveness of the school.

3.6 Continued Professional Development. We are committed to supporting the continued professional development of all staff through appropriate in-service training. Performance management of individual staff members is addressed through annual appraisal, supervisions and termly lesson observations.

Training for all Aspris staff includes an e-learning programme which encompasses all mandatory training requirements i.e. Child Protection, Health and Safety, Manual Handling etc.

All staff attend specialist induction training including specialised approaches, Health and Safety and Team Teach positive behaviour management.

We take full advantage of delivering training supporting national strategies and we are supportive to all staff who wish to advance their general educational qualifications, for example by working towards NVQs, degrees or postgraduate awards.

3.7 Therapeutic Intervention. The school has an on-site SaLT, Occupational Therapist, Play Therapist and a Soft Tissue Therapist who have statutory responsibilities for pupils with EHCPs and offer advice and support to teachers on a range of issues to support individual pupil's progress and achievement.

3.8 Transition. SLT and teachers work closely with staff and families to plan appropriate guidance and support for pupils in preparing for pupil's transition into adult services.

3.9 Registration/ Affiliation. The school is a member of National Association of Independent Schools and Non Maintained Special Schools (NASS), ASDAN, National Autistic Society (NAS) and we receive monthly ASC / SEN publications, gaining information on courses and resources for pupils with special educational needs. We are affiliated to Specialist ASC Schools and several local support networks for autism and specialist education. We are accredited with Advanced Practitioner Awards by NAS.

3.10 Home/School Communication. We encourage close communication with parents and appreciate their help and support. We believe in consulting and cooperating with parents in order to help all pupils to make optimum progress in all areas of their development.

The school highly values the contribution made by parents and is grateful for the time and commitment that they give to the school.

If parents have difficulties in attending review meetings at school we will make every effort to make arrangements to overcome these problems. The school works closely with parents and is happy to offer facilities for parent groups to meet regularly in the school. There are formal opportunities for parents to meet with staff through the annual review processes and through interim review meetings. The school also operates home-school books, Class Dojo, and/or telephone/e-mail contact systems. The school is happy to use IT to keep in touch, for example sharing resources, pictures and information through individual Classes, maintaining an up-to-date website and distributing our termly newsletter. Photos and evidence are also shared via Earwig, informing parents of the progress of their child with links to their 'Golden Thread' outcomes.

3.11 Community Cohesion/Inclusion. The school looks to provide relevant opportunities and experiences within other school and college environments. These links not only strengthen our capacity to deliver a personalised curriculum, but they have also led to some pupils transferring full time into mainstream post 16 provision.

Preparation for Adulthood is a large part of our curriculum for all ages, working and learning in the community to make our young people become independent as possible for their life as an adult.

4. Outcomes

4.1 We believe that all pupils receive a broad and balanced curriculum which is relevant and flexible to meet their individual needs. Our curriculum principles are explained within the school Curriculum Policy Document. Individual policy documents describing all mandatory National Curriculum subjects identify subject-specific aims, expectations and teaching and learning considerations.

4.2 A coordinated whole school approach to self-evaluation includes parental surveys and feedback from the Student Council, supporting the production of a well rounded School Evaluation, summarising the school's strengths and areas for development. We are committed to effective school-self evaluation as a basis for raising standards.

4.3 Our provision is evaluated in several ways

External evaluation by OFSTED, governors and the LA who monitors and evaluates the school by:

- Whole school and pupil achievement
- Results achieved from Nationally Accredited Programmes/courses
- Attendance and exclusions
- Progress in terms of EHCP outcomes.

Regular review and evaluation of the whole school using the Curriculum Monitoring/Assessment Policy including scrutiny of work and monitoring of planning.

5. SLT

- a. To ensure that all staff are aware of the school's policy/procedure
- b. Relevant information to changes to the school procedures are passed on to staff accordingly
- c. The effectiveness of the procedure development is monitored regularly

6. Teacher / Therapy Team
<ul style="list-style-type: none"> a. Give guidance and support to set appropriate targets and plan strategies appropriately b. Targets for pupils learning are set and met c. Ensure risk assessments and positive handling plans are reviewed regularly d. Ensure resources are appropriate and available
7. Parental Involvement
<p>We believe that the education of our pupils is a collaborative enterprise involving teachers, parents and carers, pupils and the wider community. Regular and positive communications will be made between teachers and parents and carers, on a formal and informal basis.</p> <p>We aim to harness the support of the family / home and to stimulate greater support in order to enhance all learning.</p> <p>Opportunities to promote parental involvement include:</p> <ul style="list-style-type: none"> a) Daily / weekly communication via a communication book, phone call or e-mail dependent on parental preference b) Regular phone contact c) Parents / Carers will be invited to attend their child's Annual Review / LAC etc. d) Progress and IEP reports will be shared with parents / carers every term / 3 times per year e) Weekly Class Dojo updates with photos and information about learning activities. f) Parents / Carers will be invited to whole school social events such as end of term parent celebration afternoons. g) Parent forum run by Kate Anthony, Educational Psychologist five times a year.
8. Equal Opportunities Statement
<p>All staff will aim to treat every child as an individual, and will respect their individuality, regardless of gender, race, sexual orientation, academic or physical ability or socio-economic background. The staff will be aware of stereotyping in their selection of resources. At Tor View School, everyone is welcome.</p>
9. Monitoring and Evaluation
<p>This Local procedure will be reviewed annually by a member of the SLT or as and when necessary to reflect changes in school practice.</p>

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
25/1/26	C Treliving	Small adaptations- staff changes / new systems

