



PensMeadowSchool

Living, Growing, Learning

Provision Policy

NOVEMBER 2024

NEXT REVIEW DATE: NOVEMBER 2025

Staff Responsible: Michal Pawlowicz

Disclaimer

Pens Meadow School makes every effort to ensure that the information in this document is accurate and up-to-date. If errors are brought to our attention, we will correct them as soon as practicable.

The copyright of these materials is held by Pens Meadow School. However, educational settings that work with children and young people are granted permission to use all or part of the materials for not for profit use, providing the school's copyright is acknowledged and we are informed of its use.

Table of Contents

RELATED POLICIES	2
RATIONALE	3
INTENT	4
IMPLEMENTATION	5
Universal Provision	5
Education, Health and Care Plan	5
Curriculum and Provision	5
Individual Education Plans	6
Pupil's Clipboard	8
All About Me	9
Safer People Moving and Handling	10
Intimate Care Plans	10
Personal Emergency Evacuation Plans	10
Health Care Plans	11
Behaviour Support Strategy	11
Total Communication	12
Soundswell Screening Language Expression and Understanding Tracker Handbook for Special Schools	13
Sensory Integration	14
Family Outreach Team	14
Targeted Provision	15
Speech and Language Therapy	16
Dysphagia	17
Occupational Therapy	17
NHS Physiotherapy	18
Visual and Hearing Impairment Services	18
Monitoring	19
IMPACT	19

APPENDIX 1 – COMMUNICATION PROVISION	20
Communication provision	20
Communication Provision Intent	20
Communication Provision Implementation	21
Universal Level Provision	21
Targeted Level provision at Pens Meadow	23
Specialist level provision at Pens Meadow	23
Communication Provision Impact	24
APPENDIX 2 - OCCUPATIONAL THERAPY PROVISION	25
Occupational Therapy Intent	25
Occupational Therapy Implementation	26
1. Universal Provision	26
2. Targeted Provision	26
3. Specialist Provision	27
Referral Pathway and Access to Services	28
Monitoring & Review	28
Occupational Therapy Impact	28
Conclusion	28

Related Policies

This policy should be read in conjunction with:

- EHCP Process Guidance
- Provision and Pupil Placement Documents
- Safeguarding Policy
- Code of Conduct
- Staff Roles and Responsibilities
- Safer People Moving and Handling Policy
- Health and Safety Policy
- Behaviour for Life and Learning Policy
- Administration of Medication Policy
- Curriculum Policies
- Curriculum Non-Subject Policies
- Monitoring Policy

Rationale

Pens Meadow School caters for pupils aged 4-19 with severe, complex and profound learning difficulties. Our provision offers pupils a broad, balanced and contextualised range of learning experiences that enable them to work towards achieving their EHCPs outcomes.

Every pupil at the school is unique. We strive to meet their individual needs, improve their learning preparedness and enhance their opportunities to become 21st Century Citizens.

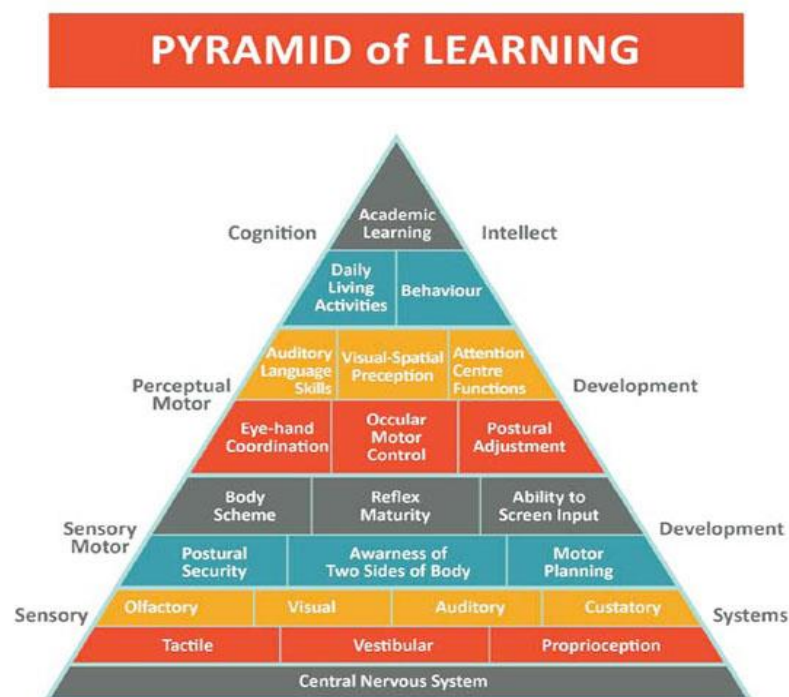
This policy is developed in line with SEND Code of Practice, that puts emphasis on the school to ensure that pupils:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood

At Pens Meadow we understand, that for pupils to make maximised progress in all areas of their EHCP, and curriculum outcomes for their preparation for adulthood, our provision has to be of the highest quality and effectively meet individual pupils needs.

This policy sets out our expectations for systems and procedures in all areas of provision across school.

As a school we follow the philosophy of The Pyramid of Learning which was originally developed in 1991 by occupational therapist Kathleen Taylor and special educator Maryann Trott. It's often referred to as the Taylor-Trott Pyramid of Learning.



The pyramid demonstrates the importance of provision including sensory input, regulation and perception to provide a stable foundation for living skills, behaviour and academic achievement and supports our drive for achieving the highest outcomes for our pupils.

Intent

At Pens Meadow School we strive to deliver high quality provision for each individual pupil, that is based on the outcomes of their Education Health Care Plan.

In order to ensure our pupils receive appropriate support we provide:

- appropriate and in-depth **assessment** of needs
- individualised **plan** of how to address the needs
- continuous support and improvement to the **delivery** of provision
- robust monitoring and **review** in place in order to identify next steps

Our curriculum and provision blend seamlessly to ensure that all pupils are regulated and emotionally ready to learn through the reduction of their individual barriers to learning. We do this by providing:

A total communication environment across the school, which enables all pupils to access learning and have a strong pupil voice.

Use of sensory integration environment to ensure pupils are regulated and ready to learn.

Exceptional family support for the pupils and their wider family, including the nursing team.

Robust systems and processes to review EHCPs and secure targeted interventions.

A highly skilled staff team.

Multi-agency working utilising public and private sector services

Our provision encompasses the views of all our stakeholders, pupils, parents, staff and governors ensuring pupils have the right support at the right time. This enables them to make sustained progress towards their Education, Health and Care Plans outcomes and prepare them for next steps.

We ensure that our provision works hand in hand with purposeful, sequential and individualised curriculum to meet pupils needs, promote high achievement and fulfil their potential.

We have a Total Communication approach embedded within our culture and believe that having effective strategies for processing sensory information creates a very strong foundation for academic learning. We recognise that there are situations that create opportunities for us to learn more and strive to improve our approaches through continuous reflection. This approach enables our pupils to thrive and achieve the best possible outcomes.

Provision is divided into universal and targeted; both of which are delivered as appropriate to all pupils at Pens Meadow School.

Implementation

Universal Provision

Universal provision comprises; timely reviews of EHCPs using quality assessment information from a range of involved professionals leading to the setting and reviewing of Individual Education Plan targets. Support from Family Outreach Team, nursing team and wider school staff ensure pupils' needs are identified and addressed and they have access to necessary support to thrive.

Our key worker approach, school systems and processes ensure pupils' views, wishes and aspirations guide our staff to secure best possible outcomes for all of them.

Education, Health and Care Plan

The Education, Health and Care Plan (EHCP) is a key component of the Special Educational Needs and Disability (SEND) framework in the UK, as outlined in the SEND Code of Practice. At Pens Meadow all pupils have EHCPs that form the essence of their individual provision. The EHCP creates a holistic view of the individual's needs, promoting better outcomes through coordinated support across education, health, and social care services.

Through our carefully planned induction processes, we ensure all young people, who join our school, have appropriate support and services required to facilitate their educational progress and overall well-being. This involves induction documentation, in line with Early Help Assessment, which can be found on Teams/Staff/Transitions, baseline assessment and communication with relevant professionals.

EHCPs are reviewed every year. The process is explained in EHCP Review Process document available on TEAMS/Staff/Policies and Procedures/School Policies. It is teachers' responsibility to complete relevant review paperwork a minimum of two weeks prior to the review meeting.

Additional information relating to the pupil's EHCP is recorded on EHCP Database administered by Admin staff.

EHCPs are used by staff to inform IEP targets, AAM documents and individualised pupil's provision.

Curriculum and Provision

At Pens Meadow we believe that provision and curriculum should work together to promote maximised outcomes for our young people. Therefore, pupils work towards their EHCP outcomes and IEP targets through their individualised curriculum pathways. Teaching staff carefully plan pupils' provision to ensure that pupils have a holistic approach which meets all areas of the pupils their development needs identified whilst providing effective teaching and learning opportunities.

Whilst planning lessons, to ensure high engagement for all pupils, teaching staff consider:

- Pupils' communication levels and any support they will need
- Timings of regulation breaks, equipment needed and purpose of the break
- Pupils' individual behaviour support plans and strategies identified
- IEP targets and how these can be incorporated into the lesson.

- Specific equipment and resources to ensure the lesson is appropriate for the pupil's development levels.
- Seating and layout of the classroom
- Relationships between staff members and individual pupils
- Pupils next steps, misconceptions and scaffolding needed to support learning.
- Use of the environment around school e.g. will the lesson take place in school, outside, on a community visit, in the sensory room etc.
- Ways to develop pupils' independence and life skills.

Staff will also have plans in place for times where pupils are identified as not in their just rightness that may need to be put in place to regulate them as appropriate throughout the lesson.

Individual Education Plans

All pupils at Pens Meadow School work towards their individual targets. These are small steps towards pupils' EHCP outcomes. IEPs are reviewed and set every term before the half-term break by the class teacher in discussion with their team. Allocated CPD time is given to ensure meaningful discussions are held with all involved staff.

There are four targets set, one from each area of needs from EHCP and specialist advice if appropriate:

- Communication and Social Interaction targets are set based on communication pathway levels – SSLEUTHS¹.
- Cognition and Learning targets link to identified next steps for learning
- Social, Emotional and Mental Health targets link to EHCP outcome or specialist advice, eg. Educational Psychology report, behaviour support specialist, if available.
- Physical and Sensory targets link to the advice from specialists, eg. teachers for visual or hearing impaired pupils, physiotherapy or occupational therapy.

Name:	Class:	Date:	Review Date:	
Communication and Social	Cognition and Learning	EHCP Outcomes		Social, Emotional and Mental Health
			Sensory and Physical	Review analysis
Targets	Strategies	Achievement Criteria	Monitoring	
Communication and Social				Met Gaining skills Developing N/A
Cognition and Learning				Met Gaining skills Developing N/A
Social, Emotional and Mental Health				Met Gaining skills Developing N/A
Sensory and Physical				Met Gaining skills Developing N/A

Example of Individual Education Plan

Proposed targets are shared with parents and pupils, once agreed they are requested to sign the IEP. Staff record pupils' progress towards IEPs on a personalised record sheet, kept on the back of the

¹ SSLEUTHS – Soundswell Screening Language Expression and Understanding Tracker Handbook for Special Schools

pupil's clipboard. All staff are required to make contributes towards recording pupils' progress towards their IEP targets.

When reviewing the targets, staff need to take into consideration whether pupils can meet the target if they are regulated and motivated to do so.

Staff evaluate targets as: met, gaining skills, emerging or not applicable. The latter can only be used when pupil's circumstances have changed and after discussion with DHT. When a target has not been met, staff explain the reasons in the evaluation section of the IEP.

Target	Evaluation
Communication and Interaction	
Cognition and Learning	
Social, Emotional and Mental Health	
Social, Emotional and Mental Health	
Class Teacher Signed:	
Date:	

The results of the review are analysed by DHT and presented to the governing body within termly Provision Impact Reports. This is then shared with all teaching staff during termly provision meetings and a decision is made for the next steps for individual pupils. The school considers a good achievement rate to be 80% on average.

Pupil's Clipboard

At Pens Meadow we believe that every child is unique. Therefore, it is important that every staff member, who supports them, has access to all necessary information to meet their needs and enable pupils to be ready to learn. It is each staff members responsibility to ensure that all pupils have their clipboard with them at all times in a school building with the exception of lunchtime, unless this is necessary due to individual circumstances whilst having lunch.

The clipboards include all documents that are vital to support a pupil when they are at school. The table below lists the mandatory documents and pupil specific ones based on their needs.

Document	Mandatory	Pupil specific
All About Me (AaM)	✓	
Individual Education Plan (IEP)	✓	
IEP recording sheet	✓	
Timetable	✓	
Personal Emergency Evacuation Plan (PEEP)		✓
Intimate Care Plan		✓
Occupational Therapy Report		✓
Educational Psychology Report		✓
Speech and Language Therapy Report		✓
Anaphylaxis Plan		✓
Health Care Plan		✓
Enteral Feeding plan		✓
Dysphagia Plan		✓
Physiotherapy Plan		✓
Safer People Moving and Handling Risk Assessment		✓
Behaviour Support Strategy (BSS)		✓
Behaviour Risk Assessment (BRA)		✓

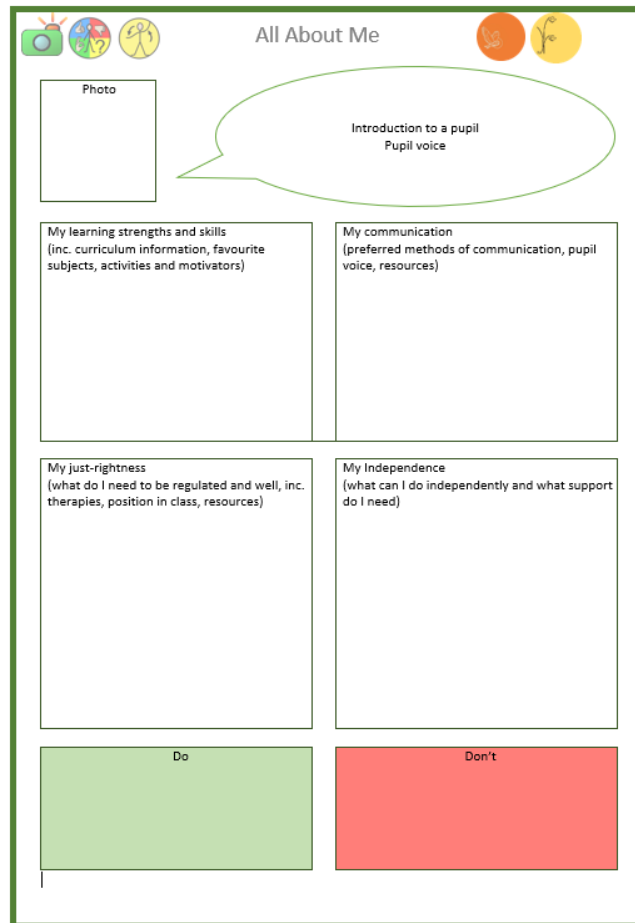
Teaching staff must ensure that there are only the most up to date documents on pupil's clipboard.

It is the staff teams responsibility to take their class clipboards to Team Around the Child (TAC) and Behaviour for Life and Learning (BfLL) meetings and update them with new relevant information.

All About Me

The All About Me document contains the most vital information about the individual and is shared with every member of school and supply staff who works with that pupil. This document is developed prior to the pupils starting at Pens Meadow School by the class teacher based upon the induction paperwork. The All About Me document must contain concise, relevant information and not exceed one page of A4. On the back it has the EHCP outcomes that the individual pupil is working towards.

It is then maintained, reviewed and amended by the staff team in the first half of each term. (see section on clipboards) It is a working document so should have any new or changing information added to it as soon as possible; post it notes or similar, should be used.



Example of All About Me Document

Meaning of symbols:



Photograph permission



Behaviour Support Strategy



Sensory Integration Plan



Kinetic Letters (Handwriting) Level



Little Wandle (Phonics) Level

Safer People Moving and Handling

Pupils at Pens Meadow may present with mobility issues and require specialised equipment to access education. A Safer People Moving and Handling risk assessment is written for these pupils and saved centrally on TEAMS in Pupil Information. A copy of this is also on pupil's individual clipboard. In collaboration with our Safer People Moving and Handling Lead, it is a class teacher's responsibility to complete the risk assessment within the first two week of a pupil starting school. These assessments are reviewed annually, or as appropriate to individual pupils' needs.

The school provides bespoke, in-house, accredited training for new staff at their induction as well as yearly refresher session for all staff regardless of whether they work with pupils with mobility difficulties or not. This is a mandatory training led by the team of SPMH trainers across school.

Safer People Moving and Handling Policy specifies staff responsibilities in this aspect.

Intimate Care Plans

It is the class teacher's responsibility to ensure that pupils who join Pens Meadow School and present needs with their personal hygiene and toileting are supported through the Intimate Care Plans. These plans must be completed within the first two week of pupils starting school. They are reviewed at least annually or as appropriate to a pupil's needs by the team working with this pupil. This supports consistency in the approach to their needs with an emphasis on promoting independence. When necessary, staff should seek advice from the most appropriate team, eg. nurses, SPMH, BfLL advocates. Intimate Care Plans are saved centrally on TEAMS in Pupil Information and on pupils' individual clipboards.

Personal Emergency Evacuation Plans

All pupils at Pens Meadow School have Personal Emergency Evacuation Plans. It is the class teacher's responsibility to ensure all pupils have a plan in place within the first two weeks of starting school. They are reviewed at least annually or as appropriate to a pupil's needs by the team working with this pupil. These must be shared with all staff working with the pupil.

Due to specific needs, including mobility, sensory and behavioural difficulties, emergency evacuation procedures may cause our pupils' distress. To minimise negative impact, all staff need to be familiar PEEPs for pupils that require extra support to enable safe and smooth evacuation in an emergency. PEEPs are saved centrally on TEAMS in Pupil Information and also on pupils' individual clipboards.

Health Care Plans

All pupils at Pens Meadow have a health care plan which identifies:

- Allergies/ sensitivities
- Diagnosis
- Health alerts
- Medications
- Emergency contacts

Health care plans are coloured appropriately to identify a pupil's level of health needs; Green being low need, Amber medium need and Red high need. All care plans are in TEAMS- Pupil Information however, pupils with a red care plan identifying allergies and serious health conditions are also kept on individual pupil's clipboards.

Pupils with complex medical conditions may require individual medical procedures to be implemented throughout the day, in addition to the regular administration of medication for many of our pupils. All staff are responsible for meeting the health needs of all pupils. However, for pupils requiring daily individual interventions (e.g. enteral feeding or suctioning) some staff are trained to deliver these interventions. The training is delivered by the school nurse and competencies are countersigned by the headteacher. We also have identified health support TAs who support the medical needs of our pupils with the most complex conditions by liaising with the school nursing team and ensuring procedures are robust for these pupils in their allocated additional hours.

Our school nursing team support our staff to carry out procedures identified on individual pupil's care plans through regular training. They contribute to weekly TAC meetings, new pupil induction, pupils' EHCP reviews and help their families to secure the best possible medical care when they need it. Training provided by Nursing Team includes:

- All staff mandatory training: administration of medication, asthma, epilepsy and anaphylaxis awareness
- Pupil specific training: suctioning, enteral feeding, gastrostomy, and any other necessary procedure that can reasonably be expected from school staff to administer to support pupils.

For every pupil requiring medical procedures, we aim to have at least three trained members of staff who are competent to confidently meet their medical requirements.

Behaviour Support Strategy

At Pens Meadow we believe that challenging behaviour is most often the result of an unmet need, or a difficulty in communicating that need to others. By identifying unwanted behaviour, considering physical and sensory issues, addressing mismatches in the environment and focusing on a person's highly individualised strengths and needs, we aim to design programmes to teach more effective means of communication, more socially appropriate interactions with others, and greater tolerance of the different environments and demands which will be encountered in everyday life.

Behaviour for life and learning is embedded as part of our school culture through staff induction, annual training for all staff, a team of BfLL advocates, weekly BfLL meetings and continuous reflection around individual pupils' observable behaviours. For more information, please see the BfLL Policy.

Behaviour Support Strategy documents are put in place for pupils who need extra support with regulating their behaviours. It is the class teacher's responsibility to create and maintain pupils' behaviour support in collaboration with their teaching teams and BfLL advocates. Pupils' behaviour support strategies are uploaded onto TEAMS in Pupil Information and kept on their clipboards. It is vital that all teaching staff working with the pupil are confident with the strategies identified on these plans.

Total Communication

Our school uses a Total Communication approach, which has been defined as a "philosophy incorporating the appropriate aural, manual, and oral modes of communication in order to ensure effective communication". At Pens Meadow School we ensure all aspects of communication and necessary aids are available for pupils to enable them to be active participants in their learning. This includes the use of speech, symbols, photographs, electronic devices, routines, eye pointing, objects of reference, sign language and constant opportunities for developing communication as an individual's preferred method. Using Total Communication strategies can be key to a non-verbal learner becoming verbal or developing an efficient and effective method of communication and a verbal learner increasing in confidence.



Aided Language Displays are used for pupils on Sensory and Semi-Formal pathways. Guidance on how to use these can be found in TEAMS, Curriculum, Non-Subject Policies.

Further support for all staff is provided by our Communication Team on both sites, including weekly Makaton training, objects of reference on door markers, visual timetables, communication lanyards and advice.

Pupils on different pathways use a range of different communication strategies to develop their communication skills. These can be seen in the table below.

All students including semi-formal pathway	Sensory Pathway Students will be supported by all student strategies as appropriate plus:	Holistic Pathway Students will be supported by all student and sensory strategies as appropriate plus:
<p>Makaton signs and symbols to support understanding of print and text where appropriate.</p> <p>InPrint used to translate text into symbol form to support early reading skills</p> <p>Books enlarged and adapted to meet individual needs</p> <p>Sensory stories, story sacks and communication bags are used to provide a range of tactile resources and sensory experiences</p> <p>Audio books</p> <p>Action songs and rhymes</p> <p>ALDs/ and or other AAC</p> <p>Use of symbols for transitions and schedules</p> <p>Environmental print and symbols</p>	<p>Objects of reference</p> <p>A range of related sensory experiences</p> <p>Communication aids/ controlled devices</p> <p>Sensory Massage</p> <p>Sensology</p> <p>Use of switches and Big Macs</p> <p>TAC PACs</p>	<p>Intensive Interaction</p> <p>Positive Looking boards</p> <p>TaSSELS</p>

Soundswell Screening Language Expression and Understanding Tracker Handbook for Special Schools

At Pens Meadow we use SSLEUTHS2, a communication development strategy, to closely monitor and plan next steps for pupils' speech, language and communication. All pupils are assessed against their SSLEUTHS2 level for their baseline, assessment window 3 and final assessments. Progress is monitored by the deputy headteacher who then liaises with teachers' speech and language therapists and parents to ensure all pupils are making progress. Data for pupils can be found in the Curriculum TEAM data folder.

For pupils on our early development pathway, SSLEUTHS2 is built into the communication and language area of learning and builds into our curriculum planning for the ranges. From lower phase through the rest of school SSLEUTHS2 is used to set IEP communication and interaction targets ensuring that they have clear an individualised focus for each pupil which is reviewed on a termly basis.

Sensory Integration



At Pens Meadow School we recognise that children need routine sensory input for their bodies, from the time they are born and throughout childhood, as the brain rapidly develops. Sensory opportunities lay the foundation to help children develop, learn and grow. The more sensory input and sensory experiences you provide to a child's body using *all of the sensory systems*, the more input you give to the brain to maximise the child's development. Adequate processing of sensory information **creates a strong foundation for academic learning.**

At Pens Meadow we provide a sensory integrated environment, in line with the advice from specialists, to support the regulation of all pupils, enabling them to be in their "just-rightness". This may include a range of specialist equipment and strategies to create the perfect environment for optimal engagement. Pupils may have access to:

- Therapy balls
- Minitrampettes
- Chewellery
- Sensory circuits
- Weighted or resistance equipment
- Regulation breaks
- Swing
- Rocking chair

Family Outreach Team

At Pens Meadow, we recognise that being a parent/carer of a disabled child presents its own challenges and that these challenges can impact on the whole family. When families are well supported and equipped to overcome these challenges, this can only have a positive impact on our parent/carers, their children, and overall engagement in school.

Our innovative and effective Family Outreach Team provides early intervention support for our families to help them solve problems, strengthen relationships and ensure our pupils are happy and ready to learn.

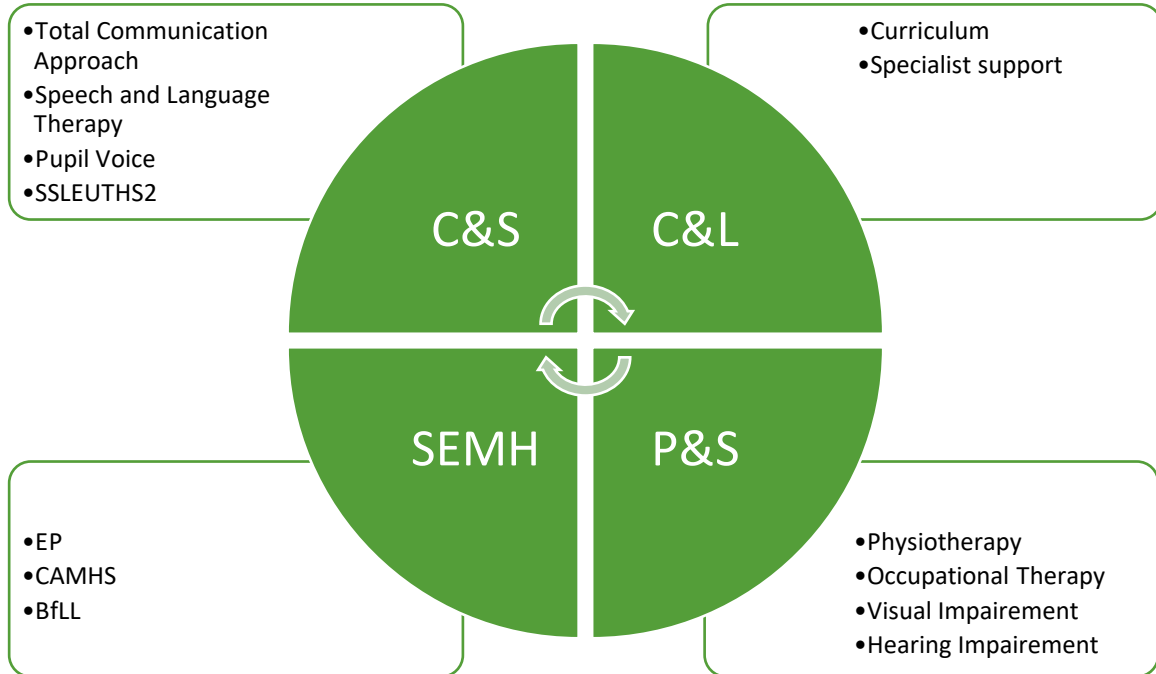
Our Family Outreach team works closely with services across the borough and is a contact point for information sharing as well as providing direct support to our families. The team works with other Children and Family services and can signpost and refer our families to them for support. Our Family Outreach Team provides a variety of services that all families can access including:

- Induction process into Pens Meadow
- Team Around the Child Approach
- Family Learning
- Parents Information Event
- Housing support
- DLA, PIP and Blue Badge Applications

- Transition support
- Attendance support returning to school after absence
- Behaviour support
- Appointment support
- Half termly hairdresser visits
- Charity Applications
- Home Visits
- Home/School Liaison
- Parent & Carer Support Group
- Conflict & Resolution Support
- Social Care Support
- After School Club
- Summer Play scheme

Targeted Provision

The diagram below illustrates how provision supports pupils' specific needs.



At Pens Meadow School we strive to meet the needs of our learners through excellent bespoke provision; therefore, we seek advice from various external professionals and monitor implementation of this advice.

Pupils provision is based on advice and identified outcomes in their Education Health and Care Plans as well as advice from external professionals. Staff need to complete our Intervention Referral Form to request support for individual pupils or groups. These can be found on the tab in the Staff Team.

External professionals may include:

- NHS Occupational Therapy – weekly visits
- NHS Physiotherapy – weekly visits
- NHS Visual Impairment service – individual pupils’ schedule
- NHS Hearing Impairment service - individual pupils’ schedule
- School nurses
- School commissioned Educational Psychology – 3 visits per term
- School commissioned Occupational Therapy – weekly visits
- School commissioned Speech and Language Therapy – fortnightly visits

Referral process for targeted interventions:



Speech and Language Therapy

NHS Speech and Language Therapy Service

The NHS Speech and Language Therapy Service offers support to pupils on a referral basis. Staff are required to follow internal referral process before completing SALT referral form or contacting NHS SALT for advice.

All queries and Referral/Review Request Forms are triaged by a team of our Highly Specialist Speech and Language Therapists (SLTs) and any therapist may respond to the referral. Emails that come into triage are worked through in date order from all schools and it may take 2-4 weeks to receive a response for a request.

Following the assessment period, the pupils will be discharged from the service, advice will be given for school staff to follow. The school may contact the SALT service when further advice, or a review, is required.

School Commissioned Speech and Language Therapy

At Pens Meadow school, we recognise that at times, our Total Communication Approach is not enough to support the needs of individual pupils. Therefore, we commission a SALT service to ensure all pupils receive best provision to address their needs.

In addition to the referral process, the therapist supports all groups of pupils, periodically assessing their needs and suggesting strategies for how to address these. Termly meetings with DHT identify priorities for development.

Each intervention is monitored, and its impact assessed following the visit. Advice is fed back to DHT, who shares it with relevant staff for implementation.

Any necessary identified equipment can be ordered by staff using the purchase request form which can be found on the tabs in the staff team.

Detailed information about Speech and Language Therapy provision can be found in Appendix 1 of this policy.

Dysphagia

All staff at Pens Meadow school receive annual dysphagia training during the Summer Term. We recognise that this training provides vital, potentially lifesaving, knowledge and skills.

In addition to that every young person that shows difficulties with their swallowing is referred to the Dysphagia department. These referrals are actioned as soon as possible with immediate advice on maintaining safety for young person referred.

Following a referral, a Speech and Language Therapist meets with the pupil's parents/ carers to conduct an assessment, and the advice is shared immediately with all stake holders. The dysphasia plan is uploaded to the pupil information team, attached to the clipboard and the AAM document is updated to contain information on prescribed IDDSI level for food and drink

Occupational Therapy

NHS Occupational Therapy

The NHS occupational therapist visits a school on a weekly basis to support identified provision within individual pupils' Education, Health and Care Plans. Advice is shared directly with class staff and teachers are responsible for ensuring the advice is implemented immediately and All About Me documents are updated to reflect this.

Following each visit the therapist completes electronic feedback form confirming whether the outcomes for the visit were achieved and if there were any difficulties including safeguarding issues. These are reviewed by our Deputy Head Teacher.

School Commissioned Occupational Therapy

Due to high level of need demonstrated by a large majority of our pupils, we commission occupation therapy from a private practice. The aim of this intervention is to support the emotional regulation of our pupils by addressing sensory integration difficulties as well upskilling school staff to deliver interventions.

Staff who have identified a need for occupational therapy support for their class or individual pupils need to complete the referral form in the staff team.

Following an initial observation, the therapist will suggest strategies and/ or potential equipment. Once approved, staff can order equipment using the purchase request form in Staff teams. It is the class teacher's responsibility to ensure that all updated strategies and information is recorded on the pupils' AAM document. Our therapist reviews the effectiveness and impact of their advice regularly and assesses the impact. Feedback from interventions identifying the impact and progress towards intended outcome is recorded and shared with relevant staff following each visit.

Detailed information about Occupational Therapy Provision can be found in Appendix 2 of this policy.

NHS Physiotherapy

The NHS Physiotherapy service supports pupils' needs as set out in their Education, Health and Care Plans. Staff may refer to the physiotherapy service using our internal referral form in Staff teams which will then be completed by our nursing team to complete before being sent to the service.

Physiotherapists assess children, set individualised goals and give advice on the delivery of physiotherapy plans so that interventions can be completed between visits. The record of interventions is regularly monitored by Provision lead.

Our specialist equipment is audited by our multi-disciplinary liaison lead who arranges the servicing of all equipment, liaises with physiotherapists regarding pupil requirement provide and supports staff to utilise equipment effectively. Identified specialist equipment is purchased, when necessary, through a request to the SEN Team based on recommendations following assessment.

Provision lead works collaboratively with Physiotherapists to regularly review the progress towards pupils' goals and maintains the database that informs whether progress is below expected, as expected or above expected.

Visual and Hearing Impairment Services

Some of our pupils, who have a visual or hearing impairment, receive support from a specialist teacher for visual or hearing Impairment. Each pupil has recommended equipment and where appropriate staff will be trained in equipment maintenance. Pupils receiving support from a specialist service will have regular reviews from the team.

Following a review from a specialist teacher a report will be provided, and it is the class teachers responsibility to amend the pupil's AAM document and replace the advice on individual's clipboard.

Monitoring

Provision is monitored by Core SLT and our team of TLRs who each have responsibility for an area of the EHCP.

The impact of targeted NHS interventions and commissioned therapists are reviewed termly at a meeting with the Deputy Head Teacher. At this meeting therapists feedback on their interventions, support given and monitoring across the term. Next steps and future interventions are also discussed.

Our Monitoring and Evaluation Policy contains robust provision impact monitoring schedule that includes learning walks, progress meetings, evidence and compliance checks for all aspects of Pens Meadow School's Provision. Feedback and, when necessary, actions for improvement, from those are shared and their implementation is reviewed within identified timescales.

Impact

Pens Meadow School has gained the Leading Parent Partnership Award (LPPA) which celebrates working in partnership with families.

Due to robust systems and processes within Pens Meadow School's provision, we are able to:

- identify the needs of our pupils as soon as their induction process commences;
- ensure anyone working with individual pupils knows what to do to enable them to be ready to learn and work towards their EHCP outcomes;
- work continuously to develop and enhance staff knowledge and skills, to implement recommended strategies to form bespoke provision for all pupils;
- regularly review our provision as well as secure pupils', best possible, progress towards their EHCP and learning outcomes

The impact of targeted interventions, achievement of IEP targets and provision within school are reported to the school improvement governors committee at the following times:

Autumn Term - Speech and Language Therapy Impact Report

Spring Term – Provision Impact Report – OT, Physiotherapy, Dysphagia

Summer Term - Provision Impact Report – EP, VI, HI

The most recent reports are available in Governors teams and on Governor Hub.

Appendix 1 – Communication Provision

Communication provision

At Pens Meadow we believe communication is at the foundation of good quality teaching and learning. Communication is a priority within our school development plan, and we are committed to promoting communication for all students.

To support this commitment, we receive statutory Speech and Language Therapy (SALT) provision from the Black Country Healthcare NHS Foundation Trust and commission additional private intervention from Soundswell, an independent speech and language therapy service to help enhance and embed communication across the school.

We adopt a ‘Total Communication’ approach, acknowledging that communication is not just about talking and understanding the relationship between communication and behaviour. Many of our students are minimally or non-speaking so we actively promote other ways to communicate such as using body language, signs, symbols, objects, as well as more creative or individualised methods to facilitate students to interact with others in the way most accessible to them.

We work in an integrated multi-disciplinary way, jointly identifying and implementing strategies for communication enhancement working in partnership with SALTs, Occupational Therapists (OTs), Teachers of the Deaf (TOD), and Qualified Teachers for Vision Impairment (QTVI).

Communication Provision Intent

Our overall aim is to ensure that children and young people get the best chance to develop speech, language and communication to their fullest potential and ensure the skills they already have are working well for them, whilst developing any new skills they may need.

Not all children with complex speech, language and communication needs (SLCNs) will be able to develop speech, language and communication skills to a level where they can understand or speak like other children. For these children the aim of speech and language therapy is to develop their understanding and expressive skills to their fullest potential and to enable them to use those skills as effectively as possible to communicate about as many different topics, in as many different places, with as many different people as possible.

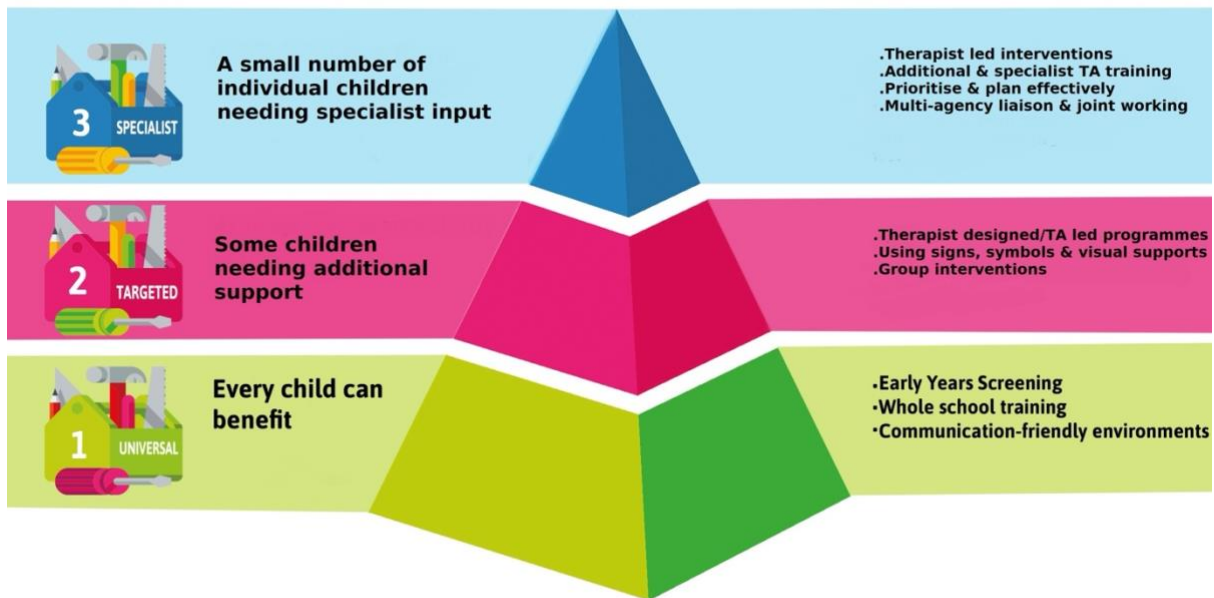
Pens Meadow employs teaching and support staff with specialist knowledge and skills in supporting children and young people with a range of SLCNs. The Soundswell SALTs support communication within Pens Meadow at three levels: Universal, Targeted, and Specialist. Intervention and advice focus primarily on Universal level strategies to support SLCNs for all students within a Total Communication Environment. Individual students may however receive support within any level at any time within their communication journey.

Communication Provision Implementation



Speech & Language Therapy High impact, value for money, no exclusion criteria

Special Schools Intervention



Prevention & Intervention

www.soundswellspeech.com



Universal Level Provision

This Level forms the main part of our Total Communication Environment and is offered to every student who attends Pens Meadow. This includes, but is not limited to:

- Screening of every student using the SLEUTHS toolkit to help identify their current level of communication functioning.
- Visual supports around school to support understanding and expression of language, including:
 - Photographs of staff on the outside of every classroom door with their names and responsibilities
 - Clear directions to specific areas within school using consistent Objects of Reference (OOR)
 - Staff that use either real objects, photographs or symbols with text to explain regular routines
 - Staff that wear and use symbol lanyards to support communication 'in the moment'
 - Student's draws/pegs that are clearly labelled with their first name and a book character to support them with recognising their names
- Symbol supported learning materials that are differentiated based on individual's needs

- Core vocabulary aided language displays available and modelled by staff within all areas of school. These are developed as needed using standardised templates and the agreed set of symbols for ALDs.
- Use of Makaton signing and simple gestures to support verbal language
- Use of tactile signs with students presenting with multi-sensory impairments
- Use of single voice output switches to increase participation
- Visual class timetables that are clearly displayed and referred to throughout the day
- Objects of Reference (OOR) and colours on doors / classrooms to support key transitions
- Staff that adapt their verbal language to help students attend to key words
- Personalised sensory regulation/movement breaks embedded throughout the school day and offered when needed
- Staff trained in use of communication friendly approaches including various methods of augmentative and alternative communication (AAC)
- Parental support to embed communication systems at home.

Support from therapy staff at this level ensures best practice across the school by:

- Supporting staff to embed best practice through everyday activities and the curriculum
- Providing indirect support for all children and young people to access the curriculum through information, advice and training
- Identifying and delivering relevant training for parents and school staff to help meet the needs of children at Targeted and Universal levels, i.e. through inset day or afterschool twilight sessions, parent communication / coffee mornings, etc.
- Working with school on prevention and early intervention wherever possible, i.e. awareness of sensory needs, need for modelling of communication strategies, etc.

The therapist's main role at this level is to enhance the overall 'communication environment' to be more focused, concentrated and carefully planned, to make sure the student is constantly surrounded by people who know how to:

- help their speech, language and communication develop
- make sure the understanding and expressive skills they currently have work as well as possible for them – at home, in the classroom, or wherever they go.

This generally involves the SALT:

- 'skilling up' parents, teachers, classroom assistants etc. to work at every opportunity to develop particular aspects of speech and language development (such as increasing vocabulary, asking questions or engaging with others appropriately)
- working with teachers and classroom assistants to adapt their language and teaching materials so that the child can understand and join in lessons on a day-to-day basis

- monitoring speech, language and communication development through progress reports from teachers and others, then offering support and advice on how to overcome particular difficulties.



Targeted Level provision at Pens Meadow

This level of provision is targeted towards individual student's needs but continues to be met at a classroom level. This can include:

- Use of 'Now and Next' boards
- Use of 'Working towards' boards
- Use of Intensive Interaction approaches to promote connections and engagement
- Workstations for identified students
- Personalised AAC in class such as communication books or high-tech AAC devices
- SALT programmes carried out by Tas

At this level, the therapist may recommend a programme which can be delivered by school staff, e.g. Lego Therapy or Brick Club, DLS language groups, Makaton, low tech AAC such as Makaton, aided-language displays, OOR, Talking Mats, Intensive Interaction, etc. It may also involve support and advice for staff to monitor the SLCNs of children and young people and support to enable staff to differentiate the curriculum for individual children.



Specialist level provision at Pens Meadow

This level of input is only delivered by a qualified Speech and Language Therapist (SALT) to those children and young people with complex SLCN requiring complex programmes or to those who have not responded to universal and/or targeted provision.

It is commonly provided in episodes – the child sees a SALT individually or in groups and then has periods of targeted work supported by school.

This may include developing the child's use of AAC systems such as sign language (Makaton), use of symbols, photographs and objects. Specialist level speech and language therapy will typically involve:

- specialist assessment (communication and/or eating and drinking) and review to develop a child-specific programme that integrates with their day-to-day school and home activities
- direct 1-1 speech and language therapy via small groups and/or indirect speech and language therapy via other people trained to deliver the programmes, e.g. parents or teaching staff
- training everyone delivering the programme and providing them with advice and support to produce the necessary speech and language therapy materials they need to do the work
- monitoring and adapting the programme based on progress and the observations of the therapist and others delivering the programme

- SALT reports and target setting
- Attendance by SALT at EHCP annual review meetings

Communication Provision Impact

The impact of Communication Provision is regularly monitored and the impact reports are shared with Governors during School Improvement Committee meeting in Autumn Term.

In addition to that, Provision Action Plan, as a working document, illustrates impact on each steps taken by the school regarding its provision development. Updated version of PAP is presented to Governors during School Improvement Committee each half term.

Impact on SALT advice is reviewed each term in a meeting with Deputy Headteacher.

Appendix 2 - Occupational Therapy Provision

This document outlines the Occupational Therapy (OT) service provision provided by Lucy Bates the Occupational Therapy Collective at Pens Meadow School, a special school that supports students with a range of physical, sensory, and learning disabilities. The service follows a tiered framework: Universal, Targeted, and Specialist, to deliver support that is tailored to the varying needs of students. The approach is designed to ensure that every student, regardless of their individual challenges, has the opportunity to fully engage in academic, social, and physical activities within the school environment.

Occupational Therapy Intent

At Pens Meadow School we recognise the uniqueness of every child and their needs. Our Occupational Therapy provision supports the development of pupils' motor skills, sensory integration and well as functional skills to give them the best possible chance to become independent learners. This will optimise their progress in developing skills and knowledge in preparation for adulthood and life beyond Pens Meadow. We do this through occupational therapy that provides:

Staff training that improves knowledge about key aspects of occupational therapy.

Weekly opportunities to consult with Occupational Therapist regarding environment, motor skills and sensory activities.

Support in development of inclusive teaching strategies.

Regular group observations and assessment of pupils referred to the service leading to development of targeted strategies and sensory integration plans.

Specialised assessment of individual's needs and development of Occupational Therapy Plan delivered.

Collaborative approach to the development of pupils' provision and analysis of its impact on pupils' outcomes.

Occupational Therapy Implementation

1. Universal Provision

Goal: To provide school-wide support that fosters the development of fine and gross motor skills, sensory processing, and functional independence for all students at Pens Meadow School.

Key Features:

- **Whole-School Awareness and Training:** All staff at Pens Meadow School are trained in key OT concepts such as sensory processing, motor development, functional skills, and regulation. This training helps staff identify potential needs and implement strategies to support all learners.
- **Classroom Environment Adjustments:** Recommendations for creating an inclusive classroom environment, such as flexible seating options, adjustable desks, sensory-friendly lighting, and accessible learning resources. These adjustments are intended to benefit all students, enhancing participation and engagement.
- **Motor Skills and Sensory Activities:** Throughout the school day, students are provided with opportunities to engage in activities that promote fine and gross motor skills, sensory regulation, and emotional well-being. Sensory breaks, physical movement activities, and structured play are built into the schedule.
- **Sensory-Friendly Spaces:** Pens Meadow School has designated sensory rooms or quiet areas where students can go to self-regulate when they become overstimulated. These spaces are available to all students as needed.
- **Inclusive Teaching Strategies:** Teachers at Pens Meadow School are provided with guidance on how to adapt activities and use teaching methods that support students with motor difficulties, sensory needs, and attention issues. These strategies include the use of visual schedules, choice boards, and multisensory teaching techniques.
- **Regular Screening & Monitoring:** The OT conducts periodic screenings (e.g., motor skills, sensory processing, and daily living skills) to identify students who may require additional support or a referral for further assessment.

2. Targeted Provision

Goal: To provide additional support for students at Pens Meadow School who have specific needs that require more focused intervention beyond universal strategies.

Key Features:

- **Targeted Assessments:** Students who show signs of difficulties in areas such as fine motor skills, sensory regulation, or self-care are assessed through formal or informal means. These assessments may include parent interviews, teacher observations, and sensory processing or motor skills evaluations.

- **Small Group Interventions:** Targeted OT support is delivered to small groups of students with similar needs. Interventions may include activities to improve coordination, balance, self-regulation or independence skills.
- **Individualized Sensory Plans:** Sensory profiles are created for students with specific sensory needs. These profiles help to design a personalized sensory diet that incorporates activities or tools to assist with self-regulation throughout the school day.
- **Classroom Consultations and Strategies:** The OT collaborates with classroom teachers to provide strategies for students with specific difficulties. This may involve adaptations to the learning environment, teaching strategies, or individualized support during classroom activities.
- **Therapeutic Activities for Skill Development:** Students participate in targeted support that focus on improving specific skills such as fine motor control (e.g., handwriting, scissor use), attention, or functional skills such as dressing, eating, or toileting.
- **Teacher and Staff Support:** The OT works closely with teachers to equip them with the tools and strategies they need to help students with specific motor or sensory difficulties. This may include advice on classroom organization, sensory-friendly strategies, or modifications for specific students.

3. Specialist Provision

Goal: To provide intensive, individualised occupational therapy for students at Pens Meadow School who demonstrate significant challenges that affect their ability to function in the school environment.

Key Features:

- **Individual Assessment:** Assessments are conducted for students who require more intensive support. These assessments include a detailed evaluation of fine motor skills, sensory processing, self-care abilities, and social participation. The assessments are carried out by the OT team in collaboration with the student's family, teachers, and other relevant professionals.
- **Personalised Therapy Plans:** Based on the assessment results, a tailored OT intervention plan is developed for each student. This plan includes clear goals and outlines specific interventions to address the student's needs. This may include outcomes relating to EHCP.
- **Collaborative Approach:** The OT team works closely with other professionals within the school, such as speech and language therapists, special education teachers, and nurses, to ensure a holistic approach to the student's development. Parents are also involved in the process to ensure consistency across home and school settings.
- **Therapeutic Equipment and Adaptations:** Specialized tools and adaptive equipment are provided as necessary to support the student's functional skills. This may include the use of weighted items, adaptive seating, or specialized writing instruments to support fine motor tasks.

Referral Pathway and Access to Services

- **Universal Support:** This provision is available to all students at Pens Meadow School. Support is provided through the general school activities and environmental adjustments, along with staff training and awareness.
- **Targeted & Specialist Support:** Students can be referred for targeted OT support by class teachers, teaching assistants, or parents when a specific need is identified. Referrals are made through the Special Educational Needs Coordinator (SENCO), and the OT conducts initial assessments to determine appropriate interventions.

Monitoring & Review

- **Ongoing Monitoring:** Progress is regularly monitored through direct observations, assessments, and feedback from teachers and parents. This ensures that interventions are effective and that students are progressing toward their goals.
- **Review Cycles:** Students receiving Targeted or Specialist provision will have regular reviews, typically annually or every term to assess progress, review goals, and make adjustments as necessary.
- **Parental Involvement:** Parents are integral to the process and are kept informed through written updates, telephone contact, and reviews of their child's progress and therapy goals.

Occupational Therapy Impact

- **Functional Independence:** Success is measured by the student's ability to independently perform daily tasks such as self-care, feeding, and dressing.
- **Motor Skills:** Improvements in fine and gross motor skills, including handwriting, coordination, and participation in physical activities.
- **Social Participation:** Success is also measured by the student's ability to engage socially with peers, follow classroom routines, and participate in group activities.
- **Sensory Regulation:** Positive changes in the student's ability to self-regulate, including reduced incidents of sensory overload and improved focus during activities.

Conclusion

The tiered framework for occupational therapy at Pens Meadow School ensures that all students receive the appropriate level of support based on their individual needs. By offering universal, targeted, and specialist interventions, Pens Meadow School aims to create an inclusive environment where all students can thrive, develop essential life skills, and fully engage in school life.