

# Post-19 SEND Policy

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### 1. Our Vision

1.1 BeyondAutism is a charity dedicated to empowering people with autism to lead fuller lives through positive education experiences, training for the people who work with them and support for their families and carers.

### 2. Our Values

2.1 At BeyondAutism we are:

- Dedicated to delivering excellence – By developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.
- Committed to Applied Behaviour Analysis – By contributing to research and ensuring our staff continually develop and share best practice that ensure aspirational outcomes for people with autism are achieved.
- Respectful – By embracing diversity, showing integrity, acting with compassion and always treating people with dignity.
- Proud to challenge – By listening, changing thinking, shifting attitudes and educating.

### 3. Our Service

3.1 We want to see our students prepared for adulthood with a skill set that enables them to have choice and control over where and how they live, what they do and with whom. We believe that adults with autism should;

- Have a voice;
- Be involved in decision making;
- Be able to contribute to society as active citizens.

3.2 Through an individualised personal curriculum, our students follow a programme of study that best prepares them for adulthood, focusing on the skills required for independent or supported living, training and employment, health and wellbeing and community participation. By providing just enough support we are preparing our students for their lives after education.

3.3 BeyondAutism Post-19 is part of BeyondAutism, a registered charity. We provide education, outreach, training and support to children, adults and families affected by autism across the UK and abroad. BeyondAutism Post-19 operates across London and receives students from all local authorities within a reasonable travelling distance.

3.4 BeyondAutism Post-19 teaches adults aged 19–25 years old with autism and related communication disorders. The service is registered with the Department for Education as a special post-16 institution. Our approach is underpinned by the principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB). Our learners follow an individualised programme focused on developing communication and independent living skills in preparation for adulthood. Through partnerships with other organisations, our students spend around 50% of their week working and learning in their local communities.

3.5 The service includes a multi-disciplinary team approach, involving Broad Certified Behaviour Analysts, Qualified Specialist Teachers, Speech and Language Therapists and Occupational Therapists.

## 4. Compliance

4.1 This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2015)
- Safeguarding Adults at Risk Policy and Procedure
- Children's and Families (2014)
- Complaints Policy

## 5. Objectives of the provision

5.1 This policy provides a framework for the identification of and provision for adults with special educational needs detailing how the needs of the most complex and challenging students within our provision will be met for them to make as much progress in the curriculum as possible. All the students at Post-19 will have additional and special educational needs and there will be a proportion who, for the following reasons, find it extremely difficult to make the progress they are capable of. The reasons include:

- An exceptionally low starting point
- Exceptional difficulty in meeting the behavioural expectations of the college
- Exceptional difficulty in progressing in one or more curriculum area or one or more aspect of the curriculum e.g. literacy, application of numeracy or communication
- Exceptional barriers to social development which limits the benefit the student can gain from community-based activities or enrichment activities

5.2 It is written for the benefit of all members of the Post-19 community to ensure that the potential of every student is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every student is valued and respected. Post-19 is an Independent Specialist Provision for young adults with autism; we

therefore welcome students with a primary diagnosis of autism and special educational needs ensuring that all students have an equal opportunity to engage in the curriculum.

5.3 We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We aim to provide every opportunity for the adults within our Provision to access the community.

5.4 We recognise that we will need to consider the individual needs of students when planning our curriculum. We will provide a curriculum, underpinned by ABA/VB which is accessible to the individual needs of our students and maximises the opportunity to integrate students into group learning and their local community.

5.5 All students attending Post-19 will have an Education, Health Care Plan. Students will have a diagnosis of autism and therefore will experience difficulties with language, communication and interaction. Students may have other needs such as behavioural/sensory and /or medical needs. As an independent specialist provider every aspect of our provision is designed to meet the special educational needs of our students. Our aims and purposes summarise the principles underpinning everything that we do.

## 6. Vision and aims

6.1 Our vision is to empower young adults with autism to lead fuller lives. By providing a life enhancing education we expect all our students to achieve at Post-19, home and in their local communities.

We aim to achieve this by:

- Having consistently high expectations and achievements for every individual.
- Offering high quality, inspirational and innovative teaching and learning, based on the principles of Applied Behaviour Analysis (ABA) specifically using Verbal Behaviour (VB).
- Providing a safe, secure, caring and enjoyable environment where adults can thrive, work and learn, and demonstrate a move towards being as independent as possible.
- Providing inspirational and accountable leadership at all levels.
- Providing a personalised curriculum for the 21st Century, which meets each student's individual education plan, based on the students EHCP and functional life and independent skills.
- Working in partnership with parents, providing support, training and information.
- Providing an ambitious and comprehensive staff training and development programme and aiming to become the leading provider of autism education in the UK and beyond.
- Work collaboratively with Supported Living Organisations and other outside agencies to ensure that all areas of the EHP are met under the Preparation for Adulthood framework.

6.2 We are committed to self-evaluation and professional growth and are striving to be a learning organisation changing how we do things where feedback or evaluation indicates that this will lead

to improvement. We believe in cooperation and partnership with families, as well as with others in the local community and further afield, who share our commitment to improving the lives of adults with autism

## 7. Person responsible for the coordination of SEND (SENDCo)

7.1 The Head of Post-19 is responsible for the coordination of SEND within Post-19. The Head of Post-19 is supported by the ABA Supervisor(s), ABA Instructor(s) and therapists.

The Head of Post-19 can be contacted at:

BeyondAutism Post-19  
c/o Yarrow  
214-216 Goldhawk Road  
London  
W12 9NX

[Post19@beyondautism.org.uk](mailto:Post19@beyondautism.org.uk)

7.2 The Head of Post-19 has responsibility to oversee the following and is accountable to the Post-19 Advisory Board.

7.3 Co-ordinating the provision for SEN, assisting with the identification and assessment of students with additional SEN;

- Advising and supporting staff working with the students.
- Working with Parents; including termly communication about goals and targets.
- Ensuring that suitable resources are provided.
- Ensuring that IEP's are drawn up and monitoring their quality and impact.
- Assisting with the implementation of the IEP's and their reviews.
- Ensuring that the records of SEN students are updated and reviewed.
- Contributing to in-service training.
- Undertaking quality assurance of all aspects of SEN provision.

## 8. The special educational needs for which provision is made

8.1 Post-19 specialises in the education of adults with autistic spectrum disorders (ASD) and complex needs. We recognise that the student's needs are best met by spending all or most of the college day in a setting which takes account of the impact of autism on the individual and has the

specialist skills to provide an adapted curriculum, communicative and learning environment. This environment can be within their local community or within a class-based setting.

8.2 All students will have an EHCP for autism spectrum disorder with associated language, communication and interaction difficulties. Students will have a formal diagnosis of Autistic Spectrum Disorder (Autism, Asperger's Syndrome).

## 9. Roles and responsibilities

9.1 The Advisory Board has delegated responsibility from BeyondAutism Board of Trustees to discharge the statutory duty to ensure that the necessary provision is made for students with SEN and to ensure that staff in the service are aware of the importance of identifying and providing for those students. The Advisory Board oversee the service's provision and report annually on SEN policy and practice.

9.2 BeyondAutism establishes the appropriate staffing and funding for all students with special needs.

### The role of the Head of Post-19

9.3 The Head of Post-19 has the responsibility for the day to day management of all aspects of the provision's work including provision for young adults with SEND. They share responsibility with the Advisory Board for developing and implementing the policy for SEND. They work closely with the Head of Pastoral Care (from BeyondAutism Schools); speech and occupational therapists, ABA supervisors, Instructors and tutors and keep the Advisory Board informed of this area of the school's development through the termly reporting.

9.4 The Head will report on the proportion of our student group for whom making good progress in their learning is made more challenging by:

- An exceptionally low starting point.
- Expectational difficulty in meeting the behavioural expectations of the provision.
- Exceptional difficult in progressing in one or more curriculum area or one or more aspect of the curriculum. E.g. Communication.
- Exceptional barriers to social development which limits the benefit the student can gain from community-based activities and / or enrichment activities.

## 10. Facilities available

10.1 Students at Post-19 will be offered a range of specialist facilities including:

- 1:1 adult / student ratio.
- Staff team with specialist additional qualifications.
- A team of skilled and committed support staff, who have undertaken specialist training.

- Organisation and approaches to teaching and learning designed to take account of the characteristics of students with autism and associated language, communication and interaction difficulties, reflecting a range of evidence-based approaches.
- Access to a curriculum appropriate to their ages, needs and abilities, built around their EHCP Outcomes and an emphasis on social interaction and communication skills and community learning.
- A physically secure environment with good curriculum related facilities and other specialist facilities.
- Appropriate community based and extended education opportunities that are specifically designed to meet the needs of students with autism and associated language, communication and interaction difficulties.
- Excellent multi-agency links and close partnership working with associated professionals.

10.2 All our basic teaching, social and administration areas will be fully accessible and compatible with all relevant equalities legislation.

10.3 We aim to create a calm, low stimulus, structured environment. We will make every effort to meet the medical needs of students, for example through implementing a clear and practical policy on medications in our Medical Policy.

## Information on assessment and provision

### 11. Allocation of resources

11.1 We are committed to the recruitment and professional development of staff in appropriate numbers to meet the needs of all students in the light of our stated objectives. We also aim to provide high levels of materials and equipment to support effective teaching and learning, and to develop the Post-19 premises and facilities to provide a high-quality environment. Decisions about the allocation of resources to students will be guided by the provision specified for individual need in their EHCPs.

11.2 Where new challenges arise that impact on the student's ability to make good progress in their learning an emergency meeting will be held to determine a clear pathway of success. Input from the pupil's Parents, Persons responsible for SEN, Class Team, relevant specialists and the Local Authority will be required to ensure that the right resources are made available.

11.3 Action to meet students' SEN aims to promote independent learning and falls within 4 broad strands:

Assessment, planning and review;  
Additional human resources;  
Curriculum and teaching methods;  
Community Learning;

11.4 Each year our Strategy Plan will focus on agreed improvements in a range of areas. Within each area several targets will be addressed and funding from available sources will be allocated for these developments.

11.5 Annual review of the deployment of staff and the use of the building is essential to ensure that we utilise resources effectively to meet student's needs. We are keen to secure best value for all expenditure and we carefully monitor and evaluate the impact of all our work.

## 12. Identification and review of student needs

12.1 The individual special educational needs of students are outlined in their EHCP and these include clear educational objectives. The Provision will use these objectives to plan appropriate educational provision for each student.

12.2 All EHCPs are reviewed annually at the Annual Review Meeting and we are committed to providing sufficient time for each meeting so that parents, staff and others involved in the pupil's education and care can discuss progress and plan carefully for the future. The Head of Post-19 and Supervisor are present at each review meeting. We also encourage the involvement of students in their own reviews.

12.3 The calendar for the annual review of students' statements is drawn up at the start of each academic year by the leadership team. The calendar is circulated to all the relevant agencies so that they can make plans for their involvement wherever appropriate.

12.4 As part of the review process the educational objectives listed in EHCP are considered and it may be recommended that they are amended, removed or added to. Key short to medium term targets relating to these longer-term objectives form the basis of an Individual Education Plan for each student. Progress towards targets is reviewed termly and they are amended as appropriate through the academic year.

12.5 It is important to remember that the IEP represents a significant part of the planning undertaken for each student, there is also careful consideration of individual needs and more detailed definition of intended learning outcomes in all areas of the curriculum.

12.6 The development of assessment procedures is on-going and under regular review so that we can adapt our curriculum and use our resources efficiently to take account of group and individual needs. Our present form of assessment we deliver is through 'Essential for Living'.

## 13. Access to the curriculum

13.1 Students receive an individual curriculum which is relevant to their development and learning needs.

13.2 The curriculum is planned and differentiated to meet the range of individual needs of all students. The curriculum is further modified on a short-term planning basis to meet specific

individual's SEN including a clear pathway that illustrates and demonstrates the steps a student takes to overcome their exceptional challenges.

## 14. Evaluation of provision

14.1 We are committed to effective self-evaluation as a basis for raising standards; this is paramount if we are to achieve our SEN policy. Our provision is evaluated in several ways:

- External evaluation e.g. by OFSTED.
- Monitoring of individual progress across all areas of development and learning.
- External accreditation results.
- Attendance and exclusions.
- Progress in terms of IEP targets.
- Progress against success criteria, with a role for the Advisory Board.
- Regular review and evaluation of the whole provision using scrutiny of work and monitoring of planning.
- Review of the work of individual staff members through performance management and Professional Review (this includes regular lesson observations and quality assurance of learning documentation such as IEPs, lessons plans and records of progress).
- Evaluation of other coordinated approaches to Provision self-evaluation, for example surveys of parents, listening carefully to students, which together with the information detailed above, will contribute to the production of a well-founded evaluation of our strengths and areas for improvement.

## Staffing Policies and Partnership Beyond Post-19

### 15. In-service training on SEN

15.1 We are committed to supporting the continued professional development of all staff through appropriate in-service training.

15.2 Training is provided for individual members of staff to enable them to fulfil their role. This includes specialist training related to autism and associated language, communication and interaction difficulties. Training is provided for needs identified through monitoring of teaching and through Performance Management. The Provision is supportive of all staff who want to advance their general educational and ABA qualifications, through a range of CPD opportunities.

15.3 New members of staff or those changing their role will be supported by an established induction programme.

15.4 BeyondAutism will provide training to increase the knowledge and understanding of staff and to develop effective practice across Post-19, aligned to our priorities.

## 16. The use of external support services and agencies

16.1 Post-19 will liaise with other BeyondAutism services to use its own specialist staff including Speech and Language Therapists, Occupational Therapists and Behavioural Specialists and will access other services through key relationships with placing Local Authorities.

16.2 We will cooperate closely with Social Care colleagues who support families, arrange respite care and also help in the transition from Post-19 into supported living. We will also work with Local Community Commissioning Groups in Health where appropriate and other community agencies who offer support and expertise to enrich our provision for students. High quality family support and training will be available on an individual and group basis.

## 17. The role of parents

17.1 First and foremost, parents and carers are a key part of the Post-19 team to ensure that each student makes progress in their learning, has aspirational goals and can overcome additional challenges as they arise.

17.2 We welcome and encourage the participation of parents in Post-19 and appreciate their help and support.

17.3 We believe in consulting and cooperating with parents to help all students to make optimum progress in all areas of their development. We follow an 'open door' policy which means that parents can approach the Provision whenever they have a concern and time will be made for them.

17.4 Opportunities will be provided for parents/carers to come and work or observe the adult they care for at Post-19 and to attend social opportunities such as coffee mornings and special support groups are organised.

17.5 There are formal opportunities for parents to meet with staff through the annual review processes and through progress review meetings. We will also provide daily email communication and telephone contact wherever parents find this helpful. We are happy to use ICT to keep in touch, for example sharing resources, pictures and information, through maintaining an up to date website, and distributing our newsletters electronically.

17.6 We will ensure that parents are aware of other services that they can access locally that support and provide information and advice either formally as part of the SEN Code of Practice and the local offer or informally from local groups.

17.7 We will ensure that all information is provided to parents in a format that they can access and understand.

17.8 We recognise that transition is likely to be particularly challenging for our students with autism and are committed to facilitating a smooth transition for all students joining or leaving Post-19. For students at Post-19 detailed transition planning will take place which, as a minimum, is compliant

with the requirements of the SEN Code of Practice.

17.9 We recognise that planning for transition needs to start early and consideration will be given to that from the moment the student is on roll.

17.10 During the time the students are with us, we look for relevant opportunities to provide experiences in the community through a range of inclusion arrangements. These links not only strengthen our capacity to deliver a personalised curriculum, they will also lead to improved outcomes for our students in Post-19.

17.11 We will offer work experience placements and volunteering opportunities. We see this as an important link which provides valuable experience for both the volunteer and for our students.

17.12 In order to coordinate provision for an adult with SEN, BeyondAutism Post-19 has links with a variety of outside agencies, such as: speech and language services, Education Welfare Office, occupational therapy, social services and educational psychologists.

17.13 We aim to develop the service as a base for interaction between agencies concerned with autism and language and communication, and to build a centre of excellence, becoming the “go-to” organisation for service provision, information, training and research.

## 18. The voice of the student

18.1 We will encourage students to participate in their learning by:

- Career and Pathway guidance (one-to-one interviews / career’s fair / work experience placement).
- Annual review / EHCP contributions.
- Peer-to-peer marking during group sessions.
- Capturing and contriving motivation for activities and items and then providing access to those things.
- Preference Assessments.
- Accessing their local community and making informed choices as to how they would like to spend their day.
- Students that are able, organise their own daily timetable schedules, choosing when they would like to do certain activities and sessions.

## 19. Handling complaints and concerns

19.1 We welcome feedback and will handle all complaints in line with our Complaints Policy.

Last review: March 2019  
Date of next review: March 2022  
Review Group: Post-19 Advisory Board