



The Poplar Adolescent Unit  
Therapeutic Education Department

# Special Educational Needs and Disability Policy and SEND Information Report

The Policy was formally adopted by the  
Management Committee on:

Review Date:

October 2024

September 2025

# Special Educational Needs and Disability Policy

## Introduction

The Poplar Adolescent Unit Therapeutic Education Department sees all young people admitted to hospital under Tier 4 Child and Adolescent Mental Health Services as having special educational needs. Poplar Adolescent Unit Therapeutic Education Department is an inclusive community where the needs of all young people are given equal consideration. We are committed to listening to the views of young people and their parents/carers and to working with them to agree and work on the most helpful educational provision.

This policy is informed by the Special Educational Needs and Disability Code of Practice 0-25 years legislation and guidance.

## The local authority has the responsibility to:

- Publish the Local Offer both in hard copy and on-line, setting out in one place information about the provision available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care Plans (EHCP).

## The Management Committee has the responsibility to:

- Ensure all members of the Management Committee are fully aware of the relevant legislation and guidance.
- Ensure there is a named Special Educational Needs Co-ordinator (SENCO), who is enabled to carry out their responsibilities effectively.
- Support the Executive Head/Head of School, SENCO and other staff in ensuring the educational needs of all pupils are met.
- Appoint a member with specific responsibilities for SEND.
- Respond to any complaints relating to SEND which have not been resolved by the Executive Head.

## Teachers have the responsibility to:

- Assess each young person on admission.
- Meet with the parents/carers within two weeks of admission to ascertain their views of their child's needs.
- Draw up an Individual Education Plan in conjunction with the young person to meet that young person's educational needs.

Where the assessment indicates that resources beyond those available at the Poplar Adolescent Unit Therapeutic Education Department are needed, members of the Poplar Education team will work with the wider multi-disciplinary team, parents, the home school/college and the local authority to do what they can to meet those needs through an Education Health Care Plan (EHCP).

# **Poplar Adolescent Unit – Education**

## **Special Educational Needs and Disability (SEND)**

### **Information Report – September 2024**

Welcome to our SEND Information Report which is part of the Essex Local Offer for children with Special Educational Needs (SEN). This information is updated annually.

#### **School Ethos for SEND:**

*“We aim to prepare young people for re-integration by identifying their individual curriculum requirements and supporting their personal, social, health and emotional needs within a safe and nurturing environment.”*

- We are a Tier 4 Child and Adolescent Mental Health Services In-Patient Unit.
- Young people are admitted to Poplar Adolescent Unit into beds commissioned by NHS England Commissioners. They may come from any school or Local Authority in England although predominately they come from the Essex Partnership University Trust (EPUT) area.
- See Admissions Policy

#### **What kinds of SEND are provided for?**

A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils the same age.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or physical

#### **How are pupils identified and assessed?**

All pupils who have been admitted to Poplar Adolescent Unit are (under the requirements of the SEN Code of Practice 2014) placed on the SEN Register as requiring ‘Additional School Intervention Support’, unless they are already subject to an Education, Health and Care Plan (EHCP).

Full details of the Graduated Response to Assessment and Interventions are detailed in the SEND policy and Assessment policy.

The formulation of a ‘One Plan’ for each young person sets out the level of needs, outcomes, provision and interventions the pupil requires and is individually tailored to each young person. In order to complete this, an assessment is undertaken, comprising:

- Baseline tests including reading and sentence comprehension, writing, maths and science etc.
- Teacher identification through observation/marking
- Parent/carer information concerns
- Home school details including past and/or predicted performance
- Therapist, psychologist, medical, social reports.

The review of the 'One Plan' at key times in the pupil's admission will evaluate the success of the interventions and whether the pupils' needs can be provided for or whether, following further assessment, they will require an Education, Health & Care Plan.

### **Who is responsible for the Special Educational Needs provision in school?**

- The SENCO is Charlotte Baulch; BA (Hons); PGCE (Secondary), NASENCO. Contact - 01702 538138.
- As Executive Head, Simon Turnnidge has access to and knowledge of the full range of resources available for SEN.
- Simon Turnnidge is also a member of the Management Committee.
- Michelle Lagden is the Governor responsible for SEN.

### **What are the arrangements for consulting and involving parent(s)/carer(s)?**

- A Parent/Carer Representative is a member of the Management Committee.
- The Education Centre sends an introductory letter/email to parent(s)/carer(s) soon after admission providing contact details and other information about the unit.
- During the first two weeks, more comprehensive information is provided along with the name and contact details of all Education Staff and the child's 'Key Teacher'.
- The Key Teacher contacts parent(s)/carer(s) for a 'Structured Conversation'. This aims to build a two-way relationship with parent(s)/carer(s) as well as assessing the nature of the child's difficulties and needs.
- Weekly reports of progress are emailed to parent(s)/carer(s) from the Key Teacher and parent(s)/carer(s) are encouraged to contact the team at any time.
- Multi-disciplinary review meetings (CPA) take place every four to six weeks. Parent(s)/carer(s) have the opportunities to discuss health and educational progress of the child with Senior Managers and Key Teachers. This meeting enables the formal requirement of reporting to parent(s)/carer(s) about educational progress.
- Following discharge, parent(s)/carer(s) are asked to complete a Discharge Evaluation Form to evaluate and comment on the service they have received from us.
- See *link to Management Committee membership and roles* <https://poplaradolescentunit.essex.sch.uk/Management-Committee/>
- See *link to policies for SEND, Curriculum, Teaching and Learning* <https://poplaradolescentunit.essex.sch.uk/Statutory-Information/>

### **What are the arrangements for consulting and involving pupils?**

- Pupils are introduced to members of the Education Team as soon as is appropriate following admission. Important issues regarding school and education (such as exams, bullying) are identified.
- Within three school days pupils are assessed as to their readiness to attend the Education Centre or to work supervised on the ward.
- The 'One Planning' process is used during the following two weeks to assess the pupil's needs, strengths and aspirations to help the Key Teacher devise the most appropriate timetable, provision and resources.
- Pupils are involved in their educational targets on a daily basis and are asked to self-assess how well they feel they have 'functioned' academically and socially.
- Progress towards achieving their outcomes is recorded daily.

- Weekly community meetings, chaired and minuted by the pupils are an opportunity to raise and discuss any issues they have about the Ward or Education.
- All pupils are invited into their Clinical Review Meetings (CRM) each week to discuss and question any aspect of their Treatment Plan with senior staff from all the different disciplines. If they prefer they can write their thoughts or questions for the Team.
- An advocate is available for pupils wishing to communicate through an intermediary.
- Every four to six weeks the pupils may attend and/or write their comments for the CPA meeting. The education section will also include pupils' views.
- At the point of discharge pupils are invited to complete a Discharge Evaluation Form. This form evaluates the service they have received whilst in the Education Centre and for making suggestions as to how it could be improved.

### **Arrangements for assessing and reviewing children and young people's progress towards outcomes.**

- Daily review of learning objectives and outcomes with key teacher.
- Approximately 7 days after admission there is an 'initial CPA' which discusses initial observations from the multi-disciplinary team and assesses whether admission should be continued. Education Centre, in the meantime, starts to collect early assessment information.
- Weekly Clinical Review Meetings with the Multi-Disciplinary Team. Progress is shared with parents/carers and young person attends meeting to comment on progress and other issues.
- CPA meetings (every 4 to 6 weeks) provide opportunity to review the 'One Plan' and progress towards outcomes with both parents/carers, young person and home school. Progress towards meeting health targets are also discussed as to whether the young person is fit enough to be discharged.

### **What is the approach to teaching children and young people with Special Educational Needs?**

- "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff", (Code of Practice; June 2014: 6.36)
- Graduated approach linked to assess, plan, do, review.
- Quality First Teaching/Additional School Intervention/Education, Health and Care Plan
- SEND children must receive a broad and balanced curriculum

### **What types of SEN provision is available?**

- Support for provision for SEN comes widely from the local authority through Specialist Teaching staff and Educational Psychologists; from the SEN staff of the 'Home' schools; Medical and other health professionals and from the SEN experience of the Poplar Education Team.
- *See Code of Practice 2014,*
- *See 'Local Offer' for what is more widely available*
- *See Essex County Council Provision guidance for all categories of SEN*

## **What expertise do we have in the school on SEN?**

- Executive Head has BA (Hons) in PE with QTS
- Head of School and SENCO has BA (Hons) in English, PGCE (Secondary English), NASENCO qualification, Mental Health First Aider (Adolescent), Trauma Perceptive Practice Trainer (Essex), Accredited Sensory Needs Practitioner and Attachment Aware Lead.
- Key Teacher, Clare Varley, has BA (Hons) Fashion, PGCE, Post Graduate Diploma in SEN (Uni of Cambridge), Post Graduate Certificate in Autism, DBT Basic Skills Training.
- Key Teacher, David Lumsden, has BSc Psychology, PGCE, MSc in Mental Health and Education (Uni of West of Scotland), DBT Basic Skills Training.
- Key Teacher, Kathy Johns, has BA (Hons) Education Studies, GTP with QTS, LAO Level 3 Diploma in Health & Social care (Adults), O.A. Dip (Psychology – Advanced), NCC Special Educational Needs Level 3, NCC Autism Level 3 and Accredited Sensory Needs Practitioner.
- Three full-time teachers and the Head of School also teaches English sessions.
- The teachers have comprehensive experience of working with pupils with SEN in both mainstream and special schools.
- The teachers have experience of working with a range of difficulties especially with social, emotional and behavioural difficulties, learning difficulties and those with communication difficulties including Autistic Spectrum Disorders.
- Two higher level teaching assistants who support pupils in class through the use of Daily Plans prepared by the teaching staff.
- Two Psychology students completing placement year in the role of classroom assistants.

## **What is the role of the Key Teacher?**

- Ensuring that all pupils have access to good/outstanding teaching and that the programme agreed meets with their individual needs.
- Establishing a good working relationship with the pupils.
- Meeting with parent(s)/carer(s) to gain an understanding of their viewpoints and to include this in the 'One Plan'.
- Carrying out assessment and using assessment information to work with the pupil to agree their Individual Education Plan or 'One Plan'.
- Writing reviews of the pupil's progress for the weekly multi-disciplinary review meetings.
- Working with the named link person at the pupil's 'home' school or college regarding work and progress achieved.
- Writing a full Education Report for the CPA meeting. Asking parent(s)/carer(s) for their views on the report and their signature to say that they know what progress has been made and are aware of the plans for the next stage.
- An Educational Visits Co-ordinator oversees the visit/activity programme but Key Teachers organise the outdoor visits and activity programme together with different Key Teachers taking responsibility for risk managing the various activities in collaboration with ward and other teaching staff.

## **What is the role of the Higher Level Teaching Assistants (HLTA)?**

- The HLTAs support pupils during lessons, working to daily plans devised by the Key Teacher as well as plans that they have created for small group or individual sessions, with support.
- The HLTAs support the young people that are unable to access the Education Centre, providing educational support within the ward classroom.

- The HLTAs support the ward team within the daily morning meeting, sharing news or information about the school day as well as engaging the young people with short activities, quizzes etc.

### **What is the role of the Executive Head?**

- Holding an overview of the education provided to meet the needs of all pupils.
- Co-ordinating all the support for the pupils from an educational perspective and developing the school's SEND Policy to make sure all pupils receive a high-quality programme to meet their needs.
- Seeking additional support from within the school and/or beyond where needs have been identified but are not being met.
- Ensuring that parent(s)/carer(s) are involved in supporting the child's learning and review progress through the CPA process.
- Liaising with the Educational Psychologist and professionals from other specialist education services.
- Providing specialist support for the education staff.
- Organising training for all staff in order that they feel confident to meet pupils' needs.
- Making sure the Management Committee is kept up to date with any issues relating to SEND.
- Designated Safeguarding lead for the Education Centre.

### **What is the role of the Head of School?**

- Attending the weekly reviews (CRM) to report on each pupil's progress to other members of the Multi-Disciplinary Team and to discuss how the work of the different disciplines is contributing to the overall progress.
- Carrying out the role of SENCO in support of the YP and the Education Team.
- Co-ordinating morning handovers between Education Team and Ward Team.
- Providing specialist support for Education staff.
- Co-ordinating Team meetings and staff development meetings to ensure that staff are up to date on local and national SEND information and strategy.

### **What is the role of the Member of the Management Committee with responsibility for SEND?**

- Making sure the school has an up-to-date SEND Policy.
- Making sure the school has an adequate and appropriate provision to meet pupils' needs.

### **How do pupils get help in class when in hospital?**

- All pupils will get support that is appropriate to their individual needs. This may be provided by the Key Teacher or by other members of the education team.
- Frequent review of progress and achievement of intended outcomes leads to a versatile and quick response to changing needs and circumstances.
- Clear framework for the evaluation of effectiveness through accurate tracking of progress and pupil attainment.
- There is a good level of access and equipment for the pupils in the school. Meal plans, wheelchairs, nursing support to facilitate attendance in Education when risk levels are higher enables more considered access to education.

- (See Curriculum and Assessment policy)
- See Equality Policy including Accessibility Plan

### **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

- As young people prepare for adulthood, outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- Home schools retain responsibility for providing independent careers advice and guidance. Poplar Adolescent Unit staff liaise closely with careers staff from home schools and also access advice from the Department for Work and Pensions and our teacher responsible for careers education.
- Young people who are out of school or college can access support through a representative from the Department for Work and Pensions who visits on a regular basis.
- Up to date vacancy information is signposted to young people by the teacher responsible for careers education.
- Targeted youth advisers assist with post-16 pathways for Essex young people.
- CPA meetings will agree post-discharge pathways that may include advice from Tier 3 community services, social care, housing, further education etc.

### **Does the curriculum provide support for improving emotional and social development?**

- In addition to a 'normal' academic curriculum there is specialist mental health elements added. These are linked to the (medical) care pathway the pupils are on.
- Activities include: badminton, trampolining, nature reserve, beaches, art gallery, fire station, Stansted Airport, community visits including theatre, museums, cinema and sporting events etc.
- Access to community activities helps to retain a degree of 'normalcy' whilst being an inpatient, ensuring opportunities to function with groups without special needs.
- Creative activities in particular, art and design with a specialist teacher, music, song-writing and creative writing.
- Gardening and weekly cooking activities.
- Individual programmes for mental health issues devised by education and health staff including stress relief, mood monitoring and games to help with social interaction.
- PSHE/RSE curriculum offering supportive and informative sessions on a wide range of topics from community organisations including Essex Fire & Rescue Service, British Transport Police, Understanding Animal research, Essex Young Persons Drug and Alcohol Service (EYPDAS), as well as sessions led by our Education Team.

### **What other provision is available?**

- Through weekly clinical review meetings (CRM) other bodies, including health and social care, local authority support services and voluntary sector organisations are involved, as required, to meet children and young people's SEN and to support their families.
- Educational Psychologist will provide further testing if a difficulty is identified.
- Local Authority SEND Inclusion partner visits termly to provide support and advice.
- Clinical Psychologist screening and Assessment e.g. ADOS for Autistic Spectrum Disorder.
- Multi-Disciplinary input to contribute to individual programmes to meet needs.
- Dyslexia and Dyspraxia Screening prior to further investigation by Educational Psychologist.
- Sensory Assessments by Occupational Therapist.
- Art therapy sessions.



- Individual Personal Behaviour Strategy (PBS) written collaboratively with YP and Key Nurse.
- DBT Group Therapy sessions x 3 weekly run by the Ward Therapy Team.

### **What if the pupil is in receipt of Pupil Premium?**

- When the Key Teacher contacts the 'Home' school they will be asked whether the pupil is in receipt of Pupil Premium and how it is being spent.
- If the support is available within the Education Centre at Poplar it will continue on agreement with the 'Home' school regarding the transfer of funds/resources.

### **What happens if a pupil has an Education, Health and Care Plan (EHCP)?**

- The Head of School (SENCO) will contact the 'Home' school to request a copy of the EHCP, or if necessary the SEN office of the relevant local authority.
- The Key Teacher will be informed by the Executive Head/Head of School when working with the pupil to draw up the IEP (One Plan).
- The education programme provided will be informed by the pupil's EHCP.
- Poplar Adolescent Unit has a high student/staff ratio. There is support in the classroom but this may not be one-to-one support.
- At the time of the Annual Review, the Key Teacher will link with the SENCO from the pupil's 'Home' school and agree the arrangements for the Review.

### **How are Health and Social Care involved, especially if there is a need for an EHCP or one is already in place?**

- Weekly Multi-Disciplinary Meetings (CRM) review plans and progress for all pupils. Social Care and Health needs are reviewed alongside education needs.
- Formal review takes place monthly at the CPA.
- On discharge, the CPA will determine actions and responsibilities outside the hospital in the community.
- Transfer arrangements between Education and preparation for independent living are determined with support from Adult Services (Mental Health), Community Support Teams, Social Care (Continuing Care). Careers, Information, Advice and Guidance Teams with support from Independent Advice from Department of Work and Pensions Advisor.

### **Evaluating the effectiveness of the provision made for children and young people with SEN.**

- Pupil and parent/carer satisfaction forms are completed at discharge.
- Formal review of progress made during the half-termly CPA meetings.
- Termly reporting to Management Committee of pupil progress.
- Tracking pupil progress 6 months post discharge with 'home' schools.
- Regular inspection by Ofsted; Quality Network for Inpatient CAMHS (QNIC) and Care Quality Commission (CQC)

### **Is there a clear process in place to handle complaints?**

- Almost all concerns by parents/carers regarding the education provision at Poplar Adolescent Unit can be solved quickly with a discussion in the first instance with the pupil's Key Teacher.

- Should this concern not be resolved then parents/carers should contact the Executive Head (01702 538138).
- Should there still be a need for further consideration then the Chair of the Management Committee should be contacted (see school website for details).
- *See Complaints Policy.*

### **Where can parents/carers access the 'Local Offer' of their Local Authority?**

- The 'Local Offer' describes the arrangements in place to identify and provide for young people with special educational needs in the Authority.
- Essex County Council <https://send.essex.gov.uk/>
- Thurrock <https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>
- Southend on Sea  
<https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page?localofferchannel=0>

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