

To be read in conjunction with the Doubletrees School Special Educational Needs Policy

Doubletrees School is an Academy and a proud member of the Special Partnership Trust. We provide education for children and young people aged 2 to 19 years, all of whom have a diverse range of complex and varied special educational needs. Our school is committed to delivering a nurturing, inclusive, and supportive learning environment tailored to meet the individual needs of every learner.

Head Teacher	Mrs Heidi Hoskin	hhoskin@doubletrees.org.uk
Deputy Headteacher	Ms Lou Doyle	lidoyle@doubletrees.org.uk
SENDCo/ Assistant Head	Mrs Joanne Hobbs	jhobbs@doubletrees.org.uk
Family Engagement Lead	Mrs Rebecca Hooper	bhooper@doubletrees.org.uk
EHCP Co-ordinator	Mrs Emma Powell	epowell@doubletrees.org.uk

Types of SEN provided for at Doubletrees School

All current learners at Doubletrees School have an Education, Health and Care Plan (EHCP). All the children at our school have complex and significant needs in cognition and learning as described in the SEN Code of Practice and may be described as having severe/profound and multiple or complex learning difficulties.

An EHC Plan is a legal document. Outcomes determined within them inform provision for all learners at Doubletrees. Each year an Annual Review is held which evaluates the effectiveness of the school, health and care in meeting the long-term outcomes identified within EHC Plans for all learners. These reviews are held with parents/carers and supporting agencies where appropriate. All paperwork associated with review meetings are submitted to the Local Authority.

Admissions

The admission of children with Education, Health and Care Plans to schools is a matter for the Local Authority who has statutory responsibility for arranging their provision. The admissions process for a special school place is via an education, health and care (EHC) statutory assessment or through the information and evidence gathered at an annual review meeting. The decision about allocation of these places is the responsibility of the Statutory Special Educational Needs Panel.

Accessibility

To promote inclusivity and ensure the safety and accessibility of our learning environment, the following measures are in place:

- > Physical Accessibility:
 - Doorways, ramps, and toilets have been adapted to accommodate learners with mobility needs.
 - Classrooms are equipped with double-handled or electronically activated doors to enhance personal safety.
 - Selected outside doors and specific internal areas have electronically activated access for additional safety and convenience.

- > Specialist Facilities:
 - Learners have access to a range of specialist environments, including:
 - Sensory integration rooms
 - Multi-sensory rooms
 - A swimming pool
 - A fully equipped teaching kitchen
- > Adapted Learning Environments:
 - Furniture is arranged to ensure clear pathways and easy access for learners with mobility difficulties.
 - Adjustable height furniture (e.g., sand and water trays) is available, and floor-level activities are used where appropriate to ensure all learners can participate fully.
- > Changing Facilities:
 - Dedicated changing rooms are equipped with appropriate facilities and equipment to meet the personal care needs of learners.

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Services and organisations we liaise with to support our learners

Doubletrees have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the school; others have different lines of management. Classroom staff are employed directly by the Special Partnership Trust. This includes teachers, teaching assistants and lunchtime supervisors. Administration staff are also school employees.

Other professionals who work at/visit the schoolwork are employed by a range of agencies; these staff are not based at the school but may work in school on particular days or as necessary. Speech and Language Therapists, Occupational Therapists, Physiotherapists and nurses are employees of Cornwall's Health providers; they are welcomed on site whenever they have capacity.

The Visual /Hearing Impairment advisory teachers and Educational Psychologists are employed by the Local Authority; they provide staff training and advice on individual children's needs in accordance with their core/statutory offer. Social workers for children/young people with disabilities are Local Authority Employees and are based within the Children/Adult Specialist Services.

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies; transport is requested by Statutory SEN Team who outline pupil need via the Transport Request Form (TRF).

If you have a query relating to any of these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way; the school is able to provide contact details for social care/health colleagues.

All staff have a responsibility to meet the educational needs of learners at Doubletrees School.

Staffing levels ensure that pupils are usually taught in classes of up to 11 with a teacher and an average of three teaching assistants to meet the needs of the class group. Staffing levels

are determined by each learner's band of need and funding level which has been established by the Local Authority. The school receives advice from external professionals for support meet the needs of the learners. This is co-ordinated by the school Specialist Intervention Co-ordinator. We work closely with families and our learners to discuss and agree long term outcomes to inform the Education, Health and Care Plan, monitoring the implementation of these throughout the school year through the use of PLGs.

Health and Therapy Needs

Education staff are trained in delegated NHS tasks to support the needs of learners. Learner health and therapy provision should be detailed in individual Education Health Care plans to ensure appropriately matched funding is allocated by the local authority to support meet the health needs children and young people.

What training do staff have in relation to the needs of learners at Doubletrees School?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work within the school. Staff have training in delegated NHS procedures where appropriate.

Involving Learners at Doubletrees

All young people are treated with dignity and respect. There is personalisation of the curriculum for each learner established through Personal Learning Pathways to enable them to access and experience success through-out their school life.

The School Council involves learners who contribute to and decide on aspects of school life relating to their peers needs and to work on planned developments identified through our School Development Plan reporting all developments and outcomes to the Local Governing Body. The annual review process of EHC Plans includes pupils views which outline the choices/aspirations expressed by each learners. Learners are supported to complete their views form by a trusted adult who knows them well.

Monitoring and reviewing

Each learner has an annual review for Education Health and Care plans in which long term outcomes are set and evaluated. We encourage parents/carers and other relevant professionals to attend all annual reviews and seek their views on the education their child receives.

Personalised Learning Goals (PLGs) are written based on individual learners' EHCP outcome. PLGs are reviewed three times each year. Progress meetings held each term with the class teacher and parents/carers to evaluate the progress of each learner within the school.

Involving Parents at Doubletrees

At Doubletrees School parents and carers are fully included in the process of working with their children/young adults. This is achieved through:

- > Initial visits to school or school where possible
- > Introductory meetings with the Family Engagement Co-ordinator
- > Daily home-school book for information exchanges and key messages

- > Termly progress meetings to discuss target setting including the design of IEPs
- > Formal meetings - Annual review of EHC Plan/ Parent Partnership conversations.
- > Friends of Doubletrees School meetings
- > Coffee mornings
- > Parental Representation on the Governing Body
- > CIC/PEP meetings for our children in care

Transitions

Parents of learners who are new to the school are provided with information via Rebecca Hooper, our Family Engagement Co-ordinator. Rebecca acts as a conduit providing and receiving information between the home and school to ensure a successful transition. Where possible, the class teacher or the SENDCo will visit the current provider before a child transfers. Learners are supported in contributing to and planning for their transition from school to adult life via the 'My views'/aspirations document completed at Annual Review. Staff from Careers Southwest and the Family Engagement Co-ordinator works with post-school providers to help them to get to know each learner and provide them/their families with essential information if this is deemed relevant; if it is not deemed relevant the Post 16 leads address all actions outlined within the students final EHCP review held in the Autumn Term.

Preparing for Adulthood

At Doubletrees School we help our learners to start planning for their future adult life as early as possible. In Year 9 we discuss this with parents/ carers and professionals via their EHCP review. Our aim is to support our learners to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- > Ensuring that career advice and information (Information, Advice and Guidance) provide high aspirations and a wide range of options for learners with SEN.
- > Helping learners and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- > Design our curriculum offer to support the further development of learner's aspirations with reference to our Work-Related Learning (WRL) curriculum.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans and fully incorporate the views of the learner. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education if/as appropriate (Doubletrees School currently provides education up to Year 14).

The Governing Body

The Trustees and the Local Governing Body play a vital role in all aspects of school life. The Governing Body meets regularly throughout the academic year to review and discuss matters relating to the school's performance, development, and overall well-being.

We are committed to maintaining open and transparent communication with our school community. The full complaints procedure is available on our school website. We strongly encourage parents and carers to raise any concerns initially with the class teacher or a member of the Senior Leadership Team. In most cases, issues can be resolved at this stage. However, if a concern remains unresolved, a formal complaint may be submitted to the Chair of the Governing Body, in accordance with our complaints policy.

Local Offer

Cornwall's Local Offer can be found on the Care and Support in Cornwall website: [SEND Local Offer - Cornwall Council](#)