

Kingsweston School

# SPECIAL EDUCATIONAL NEEDS POLICY

Date of writing: February 2011 (NG)

Ratified by Governors: April 2011

To be reviewed: February 2014

## SPECIAL EDUCATIONAL NEEDS POLICY

With reference to the Code of Practice

### Our Mission

Staff and Governors of the school believe that all pupils are entitled to the best education that can be provided, and that this should be provided through a pupil centred approach. Delivery, we believe, should be through motivating and challenging experiences and the use of creative and well informed approaches to teaching and learning.

### 1. Introduction

All pupils at Kingsweston School have a range of learning difficulties and/or an Autistic Spectrum Condition. They have a statement in accordance with current legislation, the SEN Code of Practice and LA guidelines. The Governing Body and staff of Kingsweston School will ensure that the school provides a broad and balanced curriculum for all pupils that is relevant and differentiated to meet individual needs and abilities.

Teachers' planning takes into account a pupil's strengths and SEN and the provision made therefore enables all pupils to engage effectively in curriculum activities and broader aspects of school life.

### 2. Aims and Objectives

The aims and objectives of our special needs provision are:

- To ensure that all pupils with SEN are accurately assessed and that their needs are reflected in the objectives of their statement.
- To create a learning environment that meets the SEN of each pupil.
- To ensure that all pupils have equal access to a broad, balanced, relevant and differentiated curriculum.
- To promote education in a safe and secure environment within a happy atmosphere where pupils can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
- To enable pupils to take an increasing responsibility for their own learning.
- To make clear the expectations of all partners in the process and provision of education for special needs pupils.
- To actively seek ways of helping and involving parents and carers in the development and education of their child.
- To ensure parents and carers are kept fully informed and are engaged in effective communication about their child's education.
- To extend and afford our services to local schools, adopting the principle of inclusion as a two way process.
- To support the professional development of all staff and governors in relation to SEN training.

### **3. Roles and Responsibilities**

Our educational provision is the responsibility of all members of staff.

The Senior Leadership Team (SLT) and middle leadership team, under the overall leadership of the Headteacher, is responsible for the day-to-day operation of the SEN provision. The key responsibilities as outlined in the Code of Practice are:

- Liaising with and advising colleagues.
- Leading and managing the teams and departments.
- Coordinating the provision for pupils.
- Maintaining records on pupils.
- Communicating with parents and carers.
- Liaising with external support agencies.

The Governing Body aims to secure the appropriate provision for all pupils.

### **4. Inclusion**

At Kingsweston School we recognise and respect the fact that pupils:

- Have different educational, medical, physical, social and emotional needs and aspirations.
- Require different approaches to learning and behaviour support.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

Teachers respond to pupil needs by:

- Providing personalised support in all curriculum areas.
- Planning to meet individual needs through setting IEP targets.
- Developing each pupil's understanding through a variety of learning experiences.
- Planning for full participation in learning and in physical and practical activities.
- Planning to manage behaviour, enabling pupils to participate effectively and safely in learning.
- Monitoring, reviewing and evaluating pupil progress on a regular basis with support from middle leaders.
- Ensuring that pupils have access to all parts of the curriculum.

All pupils at the appropriate stage in their school careers will have access to a realistic range of opportunities without any form of discrimination. The school actively tracks pupil progress to ensure all pupils achieve their full potential.

### **5. Specialist provision**

The school has a range of specialist resources and facilities designed to cater for the needs of all pupils:

- Specialist staff that support provision made in mainstream schools for pupils identified as having an autistic spectrum condition across the city of Bristol.
- Staff training in a wide variety of subjects and special needs provision including a range of primary needs, communication needs and sensory impairments.

- We are committed to the ongoing improvement and development of subject specialist facilities at main site. At other sites we negotiate access to specialist facilities with our host school partners.
- The ongoing development of accessible spaces and facilities in partnership with the LA.
- A variety of adapted and alternative technologies to maximise the engagement of pupils.
- Electronic assessment for all pupils at and below National Curriculum levels.
- Multi agency engagement and support mediated through the LA.

## **6. Review of pupils with Special Educational Needs**

Members of the middle (initially) and senior (subsequently) leadership teams will work with staff to ensure that pupils requiring additional or alternative support to that found within the classrooms are identified as soon as possible. Departmental meetings will be used to share experiences and reflections around problem solving strategies aimed at enhancing provision and learning.

Progress made by all pupils is regularly monitored and evaluated. Pupils identified as giving cause for concern due to their rate of progress will have evidence gathered to ensure strategies and planning are reviewed and made appropriate to pupil needs and abilities, and when appropriate alternative measures need to be put in place.

## **7. Allocation of Resources**

Our educational provision is the responsibility of all members of staff.

The Senior Leadership Team (SLT) and middle leadership team, under the overall leadership of the Headteacher, is responsible for the timetabling and management of resources including staffing and facilities to meet the needs of all pupils.

The Headteacher informs the Governing Body on a regular basis as to how funding has been allocated to meet pupil needs. Requests for additional resources are discussed and approved at Governing Body meetings.

The effectiveness of the school resources for pupils with a range of SEN will be monitored as part of the continual process of school self evaluation.

## **8. Access to the curriculum**

All pupils have an entitlement to a broad, balanced and relevant curriculum which is differentiated to enable pupils to:

- Experience, be engaged in, and/or gain skills and understanding of the purpose of learning activities.
- Experience rates of progress that bring feelings of success and achievement appropriate to their levels of attainment and understanding.

Staff use a range of strategies to meet pupils' SEN. Lessons has clear learning objectives and outcomes. Activities are differentiated and formative assessment is used to inform the next stage of learning.

IEPs contain a small number of specific targets designed to support progress in priority areas of learning.

Wherever possible pupils are not withdrawn from the classroom. This reflects the school's inclusive philosophy and acknowledges that all pupils have an entitlement to share the same learning experiences as their peers. There are times however, when, to support learning, we work with pupils in small groups or in a one to one situation outside of the classroom, for example in paired reading or to support behaviour, sensory and communication needs. For some pupils who have the greatest and most complex and challenging needs, the amount of individual support provided may form a significant proportion of their day. In such circumstances the best interests of the pupil and those supporting him/her will inform the pattern of provision which is made.

## **9. Complaints procedure**

Parents and carers are welcome to discuss any issues relating to their child's placement at Kingsweston School at any time throughout the school year, by prior appointment.

Information about the schools complaints procedure is available from the school and can be accessed via the school website.

Under the SEN and Disability Act 2001 parents and carers can appeal against decisions made or request a review of placement.

## **10. Staffing and partnership**

Staff Continuing Professional Development (CPD) is a high priority for the school and has links to the Performance Management cycle and to the School Development Plan.

As a part of the induction programme, support is given to all new members of staff.

Where relevant, those sites which are co-located will link to their host school for the purpose of inset training opportunities. Similarly, when Kingsweston School organises inset that may be relevant to our local community of schools then this will be made available to them whenever practicable.

The Autistic Spectrum Disorder Outreach Team (ASDOT) works with many pre-school and school settings across the city, providing high quality training and support.

The school, through its CPD, its meetings and communication structures ensures that all staff are kept informed about relevant SEN issues and procedures within the school. Furthermore, staff are provided with information on training courses for SEN along with participation in a programme of training days and inset.

## **11. Partnership with parents and carers**

The school is in regular contact with parents and carers and aspires to work in collaboration with parents and carers to achieve the best outcomes for all pupils. Each pupil has a home school book. One formal Annual Review will usually be held, others may be scheduled as the need arises. Parents as well as other agencies will be invited to attend in line with the Code of Practice. Copies of IEPs will be made available. Parents and carers are kept informed throughout the school's SEN intervention and their wishes taken into account.

Working in partnership with parents and carers is essential if the provision for their child is to be made successful. They are encouraged to make an active contribution to their child's education. Parents meetings, events and performances are regularly staged to facilitate involvement in the life of the school and to give advice, training and support. Parents and carers are able to visit the school should they wish to do so.

A family support team exists within the school comprising two Learning Mentors, an Ethnic Minority Achievement and Support worker, the team of Assistant Psychologists, linkage to medical support, an Educational Welfare Officer and SLT representation through the Director of Community and Equalities.

## **12. Links with other schools**

Kingsweston liaises with feeder schools and new pupil's families to ensure that effective arrangements are in place to support pupils at time of transfer. Arrangements are made for new pupils to visit the school and meet the staff. Pupils are able to have graduated entry to the school and these arrangements are negotiated on an individual pupil basis to best suit the needs of individual pupils.

We are very fortunate in that all but one of our sites is co-located with mainstream partner schools, both primary and secondary. Each of these affords opportunities for pupils to work and play alongside mainstream peers on an individually negotiated basis. As we develop specialist facilities at main site the intention is that these are made available to our local community of schools bringing the wider community and our families to us.

Through our ASDOT team we have links with mainstream schools across the city.

Particular relationships are maintained with special schools across the city, sharing resources and ideas.

We have a particular relationship with the Muakwe school and teacher training community in Cameroon. Pupils and staff are involved in this project.

## **13. Success criteria**

The success (impact) of this policy is judged against the aims and objectives set out in section 2.

The policy is reviewed regularly.