



Kingsweston School

SPECIAL EDUCATIONAL NEEDS POLICY

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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.

Introduction

All pupils at Kingsweston School have a complex learning difficulty and/or an Autistic Spectrum Condition. They have an Education and Health Care Plan (EHCP) in accordance with legislation, the Special Educational Needs (SEN) Code of Practice and Local Authority (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. Further details can be found on the website.

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.

Rationale

The school is committed to ensuring that the necessary provision is made for every pupil in the schools' communities. The school is passionate about Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all children and young people on roll.

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The school believes that all children with an SEN must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The school strives to deliver appropriate curriculum to:

- Provide suitable learning challenges.
- Meet the students' diverse learning needs.
- Ameliorate barriers to learning.

Objectives

Provision for students with SEN is a whole school matter. In line with the Code of Practice, the school will:

- Address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEN gets the support they need in partnership with other agencies.

- Ensure that all students are offered access to a broad, balanced and appropriate curriculum that sets high expectations for every student whatever their starting point.
- Provide for the individual needs of all pupils and ensure their progress.
- Ensure that the needs of pupils are regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents and carers to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of provision i.e. a SENCO.

Context

A child is defined as having SEN if they have a learning difficulty which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and or Physical Needs.

Implementation of the policy

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Ensuring that nurturing high quality specialist provision is at the heart of the School Development Plan.
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to learning and offering a bespoke curriculum at all key stages to meet the needs of the individual.
- Utilising performance management arrangements as a means of enhancing specialist provision.
- Providing a staff training programme that supports bespoke provision.
- Regular monitoring of the outcomes of all pupils and rapid responses to potential underachievement.
- Providing high quality teaching that is personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.
- Ensuring that all governors are up-to-date and knowledgeable about the Schools' SEN provision.
- Involving the full Governing Body in the future development and monitoring of this policy.

Staffing and Professional Development

The Leadership Team will take active steps to ensure that staff are both aware of and adhere to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.