

# SEND Policy

**Reviewed:**

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**Kings Mill School & Residence**



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## **Introduction**

Kings Mill School and residence values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

## **Aims**

- To ensure that all pupils have access to a broad and balanced curriculum
- To reinforce the need for fully inclusive teaching
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring specific provision as early as possible in their school career
- To ensure that all pupils take as full a part as possible in all school activities
- To ensure that parents of all pupils are kept fully informed of their child's progress and attainment
- To ensure that pupils are involved, where practicable, in decisions affecting their future provision

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## **Roles and Responsibilities**

It is the responsibility of every class teacher to:-

- Oversee the day-to-day operation of the policy
- Co-ordinate the provision for pupils in their class
- Liaise with fellow teachers
- Manage Learning Support Assistants
- To monitor and assess pupil progress
- Liaise with the parents and carers
- Make a contribution to Education Health Care plans and attend review meetings
- Liaise with external agencies, LEA support services, Health and Social Services, Futures +, PA/Careers Service, and voluntary bodies.

There is no specific SENCO role at Kings Mill School as all teachers fulfil this role.

## **The role of the governing body**

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for all pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the SEND Code of Practice 0-25 years statutory guidance
- To review the policy

## **The role of the headteacher**

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed
- Working closely with the staff team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Kings Mill School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development.

### **(a) The range of provision**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher and learning support staff through a differentiated curriculum
- One to one and small group teaching as appropriate
- Support from specialists within class or as part of a withdrawal programme ie. OT, physio, Speech & Language Therapist

### **(b) English as an additional language**

Particular care will be needed with pupils whose first language is not English. Access to interpreters will be sourced as required.

### **(c) Monitoring pupil progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Is likely to lead to support Post 19 provision ie. College courses and specialist provision

### **(d) Individual education plans**

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on:

- Numeracy, literacy, PHSCE targets
- Targets produced at EHCP reviews

### **(e) Reviewing Individual education plans**

IEPs are reviewed termly. The new IEP and the previous terms evaluated IEP is sent home to the parents at the beginning of each term and a reply slip is signed and returned to school with any parental comments.

### **(f) Reviews of EHC plans**

EHC plans are reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- Professionals associated with the child and family
- Learning support assistant/Residence care officer if applicable
- Any other person the headteacher and/or parent considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the school curriculum (Learning for Life) and levels of attainment in basic literacy/numeracy and PHSCE
- Consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to amend it
- Set new targets and action plan for the coming year. Targets to include home, school and residence

## **Curriculum Access and Inclusion**

Kings Mill School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Kings Mill School every effort is made to ensure that all pupils have full access to a broad and balanced curriculum and are integrated into all aspects of school life.

In evaluating the success of this policy, the school will consider the views of:

- Teachers and support staff
- Parents
- Pupils
- External professionals

## **Complaints procedures**

The school's complaints procedure is outlined in the complaints policy

## **Partnership within the school and beyond**

### **Staff development and appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with our pupils. A rolling training programme ensures all staff are up to date with relevant and essential training. CPD requirements are identified through annual appraisal and performance management reviews. The Governing Body will undertake a similar review of training needs. All staff new to the school are given training as part of their induction and allocated a mentor. The staff's training needs are linked to the School Development Plan.

### **Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with specific barriers to learning.

When it is considered necessary, colleagues from the following support services will be involved with pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- Educational Service for Physical Disability (ESPD)
- Traveller Education

In addition, important links are in place with the following organisations:

- Futures +
- The local authority
- Specialist services
- The business community
- Education Welfare Officer
- Social Services
- Friends of Kings Mill
- Health Services

### **Partnership with parents/carers**

Kings Mill School and Residence firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school will make available, to all parents/carers details of the parent partnership service available through the local authority local offer website.

## **The voice of the child**

Kings Mill School and Residence believe that all children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.

At Kings Mill School and residence, we encourage pupils to participate in their learning by:

- By encouraging self-assessment where appropriate
- Attending and participating in their Person-Centred Review

## **Equality of Opportunity**

All children regardless of gender have equal access to the curriculum.