



# Kisimul School

## Education Policy and Procedure

### Special Educational Needs and Inclusion Policy

#### Policy

All children with special educational needs must have their needs addressed via a broad and balanced education.

Kisimul School specialises in educating pupils with severe learning difficulties, autistic spectrum disorders, communication difficulties and challenging behaviour. All of our pupils have Statements of Special Educational Needs. Extensive staff training is provided in such areas as autism, augmentative communication systems, the use of therapies and developmental programmes, intensive interaction and behaviour management.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. In order to meet the needs of all pupils, staff should be aware of the equal opportunities legislation covering race, gender and disability.

Ensuring social inclusion is the responsibility of every member of staff, both teaching and non-teaching.

Kisimul School is committed to upholding the SEN Code of Practice.

All teachers have a responsibility to ensure the implementation of the SEN Policy.

#### Procedure

Teachers are to ensure that every pupil has the opportunity to experience success in learning and to achieve as high a standard as possible. Their planning needs to be flexible in order to recognise the needs of all pupils as individuals and to ensure progression, relevance and differentiation.

At Lower School, the National Curriculum is the starting point for planning a broad and balanced curriculum that aims to meet the specific educational needs of all our pupils. The programmes of study may be modified as necessary and may focus on the knowledge, skills and understanding of earlier key stages that are more appropriate to our pupils' abilities.

The Post-16 curriculum continues to offer a broad and balanced education, whilst focusing on the development of work-related learning skills for more independent living.

As far as is practicably possible the pupils' views must be ascertained, recorded and taken into account when planning provision.

Different teaching approaches and strategies should be used as appropriate to the individual. Many of our pupils use alternative or augmentative means of communication and therefore it is important that all members of staff are trained in the use of Makaton and PECS. Each curriculum coordinator must assist with the development of good practice in the context of their subject. Specialised resources or materials should be identified and used as required to meet individual needs.

There is a staff-pupil ratio of 1:1 in class, so that with constant support and encouragement the pupils can engage as fully as possible in all curricular activities.

Each pupil must have an Individual Education Plan, which is then evaluated after a term. The targets should generally relate to the key areas of communication, literacy, numeracy and personal or social skills. Parental input with regard to the IEP is welcomed and actively sought.

Each pupil will have an Annual Review of their Statement of Special Educational Needs, arranged by the Head of Education/Head teacher. Parents and key personnel from the pupil's placing authority are invited to attend – this may include those from the relevant Education Department, Health Service, Social Services and, from Year 9, Connexions. Any person wishing to contribute written reports or advice is asked to do so, no later than two weeks before the scheduled date of the review meeting. Any collected advice can then be circulated to all persons concerned prior to the review. After the review, a report dealing with progress, future plans and recommendations is sent to all attendees and authorised parties.

Since all of the pupils at Kisimul have severe learning difficulties, the Standard Assessment Tests are not deemed appropriate. Instead, each pupil is assessed by the teacher, who decides at which National Curriculum P-level or Milestone the pupil is working. The B-squared Summative Assessment and our own school small-step documents are used to facilitate this process. Further assessments are undertaken on a regular basis by the school's Educational Psychology and Speech and Language Therapy teams.

This policy will be reviewed on an annual basis.