

kisimul

SEND and Inclusion

Policy and Procedure

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1. Scope

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children/ young people and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children/young people and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children/young people's Act 2004 and Special Educational Needs and Disability Act 2014

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

2. Definition of Special Educational Needs

Children/young people have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children/young people have learning difficulties if they:

- (a) have a significantly greater difficulty in learning than the majority of children/ young people of the same age;
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children/ young people of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special education provision means: educational provision which is additional to, or different from, the educational provision made generally for children/young people of their age in schools maintained by the LA, other than special schools, in the area. All of our learners attend Kisimul school/college have a SEND and attend Kisimul because it has been identified that their needs cannot be met within their Local Authority provision.

3. The SEN Aims of the School (Intent)

- Set out how Kisimul school/college will support and make provision for learners with special educational needs and/or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND.
- Ensure there are clear and effective systems in place to meet the needs of all learners in order that they make the necessary progress to fulfil their potential.

- Provide all learners with their legal entitlement to a broad, balanced and relevant curriculum that is differentiated according to their individual needs.
- Ensure the teaching and learning environment is effective and improve the educational outcomes for all learners including those with SEND.
- Ensure there are planned, robust and transparent systems in place, that are understood by everyone, to support an efficient and consistent approach to the identification and assessment of all learners' special educational needs and/or disabilities.
- Provide appropriate intervention programmes and resources to ensure the individual needs of all learners are met.
- Ensure we work in partnership with parents/carers and maintain close links with external support services and professionals.
- Ensure the school/college environment and expectations of staff are designed to promote independence and provide appropriate level of challenge and support.
- Provide effective assessment procedures to ensure early identification of any areas of difficulty and inform intervention programmes.
- Enhance self-esteem and celebrate the success of all learners.

4. Principles

Our learners may have additional needs such as: Autism, Anxiety Disorder, Attention Deficit Hyperactivity, Emotional Difficulties, and Attachment Conditions. Kisimul school/college regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children/young people with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children/young people we can accommodate in our independent school. Our SLT has specific oversight of Kisimul school/college's arrangements for SEN and disability. School leaders will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school /college improvement.

- It is the policy of Kisimul school/college that learners who have been accepted into the school/college will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our learners.
- There is a whole school approach, multi -disciplinary approach which involves all staff, team in understanding how children/ young people learn, promoting positive emotional well-being and supporting learners
- Teachers and therapists at Kisimul school/college will use appropriate assessments to set targets which are ambitious. Potential areas of difficulty will be identified and addressed at the outset. Learning will be planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- The school/college will make adaptations to the physical environment, teaching approach and resources used to meet the need of pupils with SEN.

Autism

Autism is a lifelong condition that affects the way a person communicates with and relates to people around them. Autism can influence every aspect of daily functioning and often involves high levels of anxiety. Autistic learners may have difficulty processing information and are therefore likely to have problems with understanding and using language. In addition, they might lack the motivation to communicate either verbally or nonverbally, so that interaction may be limited or inappropriate. Different social settings and group work can often cause significant difficulty and stress for autistic pupils. Their inability to fully understand other people and therefore form meaningful relationships has to be considered throughout their school/college day. All staff who work within Kisimul education settings will receive positional training including that which is provided by the therapy teams to help them understand both autism and approaches to enable better access to education.

EAL

Identifying and assessing SEN for children/ young people or young people whose first language is not English requires particular care. Kisimul school/college will look carefully at all aspects of learner performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support Kisimul school/college will review how well-equipped we are to provide support across these areas.

See EAL policy for considerations when assessing the needs of learners with EAL.

Speech, language and communication needs

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every learner with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic learners are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

5. Equalities Act 2010

All learners have the right to an inclusive education regardless of sexual orientation, sex, age, pregnancy, marriage, maternity, race, disability, religion, belief and gender reassignment. All our learners will be respected, supported to achieve beyond what is expected and be empowered to

make positive choices about their own lives. Expectations for all learners will be high. Our planned provision will support learners to make a positive inclusive contribution to their community. and through equipping learners with the 'tools' they need for different stages in their life, we will seek to improve the current and future lives of the learners, their families and members of the local community. All schools and colleges have an Accessibility Plan that details specific arrangements to improve accessibility for learners with disabilities. The school/college will ensure it has appropriate disabled access, toilets and changing facilities and these will consider the learners need for dignity and privacy.

6. Roles and Responsibilities

Headteacher/Head of College

- Ensure local procedures are in place to effectively implement this policy within each school/college.
- To keep themselves informed through regular meetings with staff and visits to the school/college.
- Monitor the effectiveness of the policy and advise the directors of any necessary amendments.
- To ensure that any issue that may be perceived as a potential reputational risk to the trading name of the Kisimul Group is referred to directors.
- Ensure all relevant staff are aware of this policy, receive appropriate professional development and local procedures are followed.
- The Headteacher will ensure the code of practice is effectively implemented as well as effective liaison with external agencies and coordination of annual reviews and appropriate training to meet individual need.
- All staff are responsible for providing all learners with appropriate support and challenge to maximise their learning and independence through appropriate differentiation
- Ensure the school/college contributes to the local authority's Local Offer on their website, in line with this policy.

Teachers

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Headteacher and multi-disciplinary team to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Co-ordination of Provision for learners with SEND

The Headteacher/Head of College will designate responsibility for coordinating SEN provision or learners within the school / college. This will include ensuring access to appropriate therapy services and external professionals as identified in the pupil's EHC plan as well as responsibility for coordinating personalised plans.

Headteacher/Head of College/Assistant Head of College:

- Determines the strategic development of SEND policy and provision in the school/college with the principal and the governing body.

- Has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual learners with SEND, including those who have EHC plans.
- Provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- Is aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that learners with SEND receive appropriate support and high-quality teaching.
- Liaises with the relevant Designated Teacher where a looked after pupil has SEND.
- Advises on the graduated approach to providing SEND support.
- Liaises with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Is a key point of contact with external agencies, especially the local authority and its support services.
- Liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Ensures that the school/college meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensures that the school/college keeps the records of all learners with SEND up to date.

7. Provision and Approach

The Code of Practice (May 2015) puts increased focus on the outcomes that learners and their families want to achieve. It therefore increases the involvement of parents in the assessment, planning and reviewing process.

In practical situations of Kisimul school/ college we do what is necessary to enable learners to develop, learn, participate and achieve the best possible outcomes. Kisimul school/college recognises emerging difficulties arising with young people and respond promptly. We understand parents and carers know their child/young person best and we place great importance when parents/carers express concerns about their child's/young person's development. We listen to and address any concerns raised by learners themselves.

The model of action and intervention in Kisimul school / college provides the learners with a graduated approach to help learners who have Special Educational Needs.

- Our approach recognises that there is a continuum of special educational needs and that where necessary, increasing specialist expertise should reflect the difficulties that a child or young person may be experiencing.
- The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner requires and if they are making good progress and securing good outcomes.
- This is known as the graduated approach of the Assess- Plan – Do- Review cycle. It draws upon more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children/young people.

Our Approach

Learners are grouped according to individual need, age and ability. Staff are allocated according to the needs of the group, their experience and the specific requirements of their role. Learners are usually taught in small groups, but this is fluid and interventions may be necessary that support group dynamics or require children to be taught on an individual basis for a short time.

We support all learners to understand their own learning needs and develop their emotional regulation skills and toolkits for learning to learn. We recognise that different learners require different teaching approaches. We deliver personalised learning that builds on strengths and minimises barriers to learning enabling all learners to reach their potential and thrive. We use a variety of pedagogical styles and intervention strategies, as outlined below.

- Structure and routines embedded into the school day
- Planning for changes to routine
- Visual supports to promote understanding of routine and the school day
- Clear and concise communication with adequate time to process information
- Social stories to develop greater social understanding
- Adaptations to the classroom and school environment based on individual need e.g. sensory diets, sensory circuits and specialist seating.
- Promoting awareness of autism, learning difficulties, and the potential related challenges accessing education.
- Carefully planned curricula and lessons which take into account the developmental levels, interest, needs and aspirations of learners
- Social skills programmes provided under the supervision of Speech and Language Therapy teams.
- Emotional coaching
- Co- regulation and relational approaches
- Dedicated safe and quiet place for learners to go to when they feel anxiety building or are overloaded by sensory stimuli.
- Emotional literacy support
- Visual reward systems
- Small class groups
- Structured personalised teaching with visible success criteria
- Practical and creative learning opportunities, with lessons engaging a range of learning styles
- Personalised timetable with creative learning opportunities
- High level of pastoral input to support personal and social education
- Curriculum targets are provided for each learner for each subject area and reviewed on a termly basis.
- Clear boundaries, rewards with emotional coaching
- Summative and formative evidence-based assessments and close tracking of progress in order to identify gaps in learning
- Intervention sessions such as those for reading, therapeutic support such as music therapy and physical and mental well-being through activities such as swimming, trampolining and horse-riding.
- Opportunities to develop social, moral, spiritual and cultural education through regular access to the wider community.

8. Annual Reviews

Regular multi-disciplinary team meetings are vital in ensuring seamless working across different agencies. Learners who are looked after (LAC) by the local authority have at least two statutory reviews each year (one of which is normally combined with the annual review). Kisimul schools/colleges facilitate regular meetings for learners, which may be combined with a LAC or annual review. This ensures that every learner's EHC plan is updated at least annually. For those learners for whom there are particular concerns about their progress, the frequency of these meetings may be increased. Meetings are attended by representatives from each relevant agency. The pupil and his/her parents are encouraged to attend the meeting. Personalised targets are co-produced by the learner, parents/ carer, commissioners and the school/college at the meeting. Annual reviews will include the following elements:

- Learner contribution.
- Review reports and assessments.
- Review of appropriateness of EHC plan and provision.
- Transition planning.
- Action plan.

9. Partnerships with Parents

Kisimul school/college are committed to collaborative working with parents/carers and value their key role as the people who know the learner best. Collaboration with parents/carers and the learner is central to improving quality of services and outcomes for learners. We strive to nurture relationships with parents/carers by frequent and appropriate communication. Each school/college also uses a range of strategies to provide parents/carers with accurate and accessible information regarding their child's progress. Regular meetings and annual reviews provide parents/carers with a regular opportunity to understand how the learner is progressing. Such meetings are also an opportunity to review individual education and behaviour plans. Where possible, the school/college will provide information to parents/carers in a user-friendly format that minimises the use of professional jargon. All schools/colleges within the Kisimul Group operate an open-door policy, so parents are welcome to arrange additional appointments to discuss how their child is progressing.

Parents/carers will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child/young person is educated.
- Have access to information, advice and support during decision making processes about Special Educational provision.
- Be involved in supporting the assessment and target setting process for discussions about progress and to be involved in identifying appropriate intervention strategies to support both in school/college and at home.

10. Preparing for Adulthood

All annual review meetings from year 9 include a specific focus on preparing for adulthood. All Kisimul schools/ college provide stepping stones towards intended destinations from year 9, including onsite enterprise and supported internships in the workplace. The curriculum includes significant emphasis on a pupil's next steps.

11. Expertise

- Our Headteachers/Head of College have several years' experience of working with learners with SEND.
- All schools/colleges have a team of senior/higher level teaching assistants, who are trained to deliver SEN provision.
- A number of staff in Kisimul schools/colleges are trained in Makaton, AACs, Trauma Informed practice and Attention Autism and Intensive Interaction.
- We have a programme of on-going training and support for all of our staff to ensure they remain current in their theoretical and practical understanding of how to support learner need to progress outcomes.

12. Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals.
- Reviewing the impact of interventions.
- Using learner questionnaires.
- Monitoring by senior leaders.
- Holding annual reviews for learners with EHC plans.

13. Complaints

Complaints about SEN provision in Kisimul schools/college should be made to the headteacher in the first instance. They will then be referred to the school/college complaints policy.

The parents/carers of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that Kisimul school/college has discriminated against their child/young person. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

14. Monitoring and Reviews

This policy and information report will be reviewed at least every two years. It will also be updated if any changes to the information are made during the year.

15. Links with other policies

This policy should be read in links to the following related policies

- Curriculum Policy
- Accessibility Plans
- Single Equalities Policy

16. Appendix 1 SEND Information Report

1. What is our approach to teaching learners with SEN?

- Our school has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for the child or young person
- We want all adults and children to participate in learning and we celebrate all members of our community, creating an inclusive culture both within our school and beyond into our local community.
- This is vital to the creation of a holistic environment that encompasses all staff and learners in our provisions
- All staff who work at Kisimul are committed to working with children with complex educational needs and provide high quality teaching for all learners and a rich educational environment in which everyone can learn together.
- Our school improvement and development plan emphasises developing learning for all and takes on board ideas and comments from our wider community to improve outcomes for our students.
- We monitor progress of all learners, and all teachers continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.
- it is our role to ensure that they develop skills that are essential to life, learning and work.

2. How do we identify SEN?

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age:*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

SEN Code of Practice 2015

- Observations by experienced staff
- Liaison with previous school(s) prior to transition
- Assessments by our therapeutic support team
- Teacher baseline assessments
- Local authority and parent/carer concerns
- Monitor progress and other data

2. What we do to support learners with SEN?

- Robust pastoral support with strong focus on transition and integration.
- All students will have access to accredited courses in Key Stage 4 and 5 as well as at our college
- Individualised timetables to ensure continuity and progression are working at the pace and level that suits their mental health and SEN needs.
- All pupils benefit from a personalised bespoke curriculum
- We provide a nurturing and supportive environment in a small school setting
- Pupils are taught in small mixed ability groups subject to their level of ability and pastoral needs
- Our teachers use various strategies to adapt the curriculum to ensure access to learning for all children in their class.
- We carry out detailed assessments for education as well as mental health functioning in education.
- Pupils are supported through the use of personalised plans for learning, communication and support their behavioural presentation.
- Our therapeutic support team provide both universal, targeted and direct intervention. This includes Educational Psychologists, Speech and Language therapists, Occupational Therapists and Music therapists.
- Specialist assessor able to carry out various assessments for exam access arrangement
- Relevant and timely interventions
- Flexible staffing levels across the school to ensure high level of supervision and monitoring of safety.

3. What do we do support pupils to improve their overall well-being?

- Small class sizes
- Specialist SEN trained staff
- Bespoke timetables
- Semi – formal curriculum model
- Specialist environment with access to large outdoor space, Sensory Multi-interactive Learning Environment, swimming pool, animal husbandry and theatre
- Specialist resources
- Education, Health and Care Plan (EHCP) support and advice.
- Visual support strategies
- Visual Timetables
- Intensive Interaction
- Attention Autism
- Social Thinking
- Use of Blank level questioning
- Modelling and expanding
- Lego-based Therapy
- Colourful Semantics
- Assistive Augmentative Communication (AAC)
- Music Therapy
- Polyvagal Informed Interactions
- Emotion Coaching

- Zones of regulation
- Sensory Circuits

4. What training do staff supporting young people with SEND have?

All staff have core training in:

- Safeguarding
- Trauma Informed Practice
- Autism
- Communication
- Wellbeing

All staff have on-going training which includes in-service training days and bitesize training as a part of regular meeting cycles and the impact of this is reviewed by the Group Executive Education Lead as a part of Quality and Assurance monitoring. The relevant governing body will evaluate the effectiveness by focussing on pupil outcomes.

5. How do we find out if this support is effective?

- Monitoring progress is an integral part of teaching and leadership
- Parents/carers, pupils and staff are involved in reviewing the impact of what we do.
- The EHC plan will also be formally reviewed annually at the Annual Review meeting.
- LAC reviews are also held where parents and carers discuss progress and set targets.
- Progress data of all learners is collated by the whole school and monitored by Senior Leadership team.
- There is a whole school assessment system that is linked to the wider curriculum, EHCPs and also uses progress reviews across services including residential (if appropriate), parents, professionals and therapists.

6. How do we communicate progress to parents and stakeholders?

- Progress is reported by regular liaison between teachers and parents; this is flexibly provided on an individual basis to suit need.
- LAC reviews, PEPs and EHCP reviews are also used to discuss progression with parents and other professionals. Targets are set to ensure progress for the overall well-being of the child.
- Parents are invited to call, email or visit school to discuss any concerns.

7. What other opportunities are available for learning?

- At Kisimul we have a range of opportunities for learning. This includes both onsite and community based learning which also provides contextual learning opportunities .
- There are opportunities to participate in fundraising and volunteering opportunities.
- This links with our assembly topics that cover a wide range of SMSC, PSHE and topical education.
- Work experience, visits to place of work are arranged where appropriate.
- We have regular trips both educationally focused and life skills based.

8. How accessible is the school environment?

- The school has up to date technology to ensure maximum impact for SEN students.

- There is an accessibility plan which outlines adaptations made to support learners, their families and supporting staff of all profiles to access the building.
- Visual support is available to enhance displays and signage so can be accessed by all.
- Support Plans will include approaches to enable young people to have successful transitions between school, home and / or other services.

9. How will we prepare and support pupils for next steps?

- Quality transition work, visits and activities
- Progressive accredited qualifications
- Curriculum that has a focus on physical and mental wellbeing, communication and independent life skills.
- Careers and vocational input
- Providing in-depth transitional documentation for next placement

Document equality impact assessment – part A

Document Title		SEND and Inclusion	
Name of person completing equality impact assessment:		Paul Routledge and Nicola Fewster	
Date equality impact assessment completed:		September 2023	
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		√	
Disability		√	
Ethnicity		√	
Gender		√	
Religion or belief		√	
Sexual orientation		√	
Socio-economic		√	
Gender Reassignment		√	
Maternity/Pregnancy		√	
Marriage/Civil Partnership		√	

Equality target group	a) Positive impact		b) Negative impact		Reason/comment
	High	Low	High	Low	
Disability	√			√	Provides advice and signposting for support for SEND learners.

Document equality impact assessment – part B

What is the main purpose or aims of the policy	
To support access to the curriculum for learners with SEND.	
Who will be the beneficiaries of this policy?	
All children and young people and direct staff supporting, parents / carers and professionals.	
Has the policy been explained to those it might affect directly or indirectly?	
Yes	
Have you consulted on this policy?	
Yes	
What are the expected outcomes of this policy?	
Improved access and outcomes for learners with SEND.	
Name of person completing equality impact assessment:	Paul Routledge and Nicola Fewster

Document change log

The document change log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of change	Change made by	Date document republished
Updated pedagogy, curriculum references and interventions.	Paul Routledge and Nicola Fewster	September 2023