



Education Policy

SEND and Inclusion Policy

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Aims

- Set out how our school/college will support and make provision for pupils with special educational needs and/or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Ensure there are clear and effective systems in place to meet the needs of all pupils in order that they make the necessary progress to fulfill their potential.
- Provide all young people 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 pupils 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 pupils' special educational needs and/or disabilities.
- Provide appropriate intervention programmes and resources to ensure the individual needs of all pupils 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 pupils.

Legislation

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities;

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Definitions

A child or pupil has SEND if they have a learning difficulty or a 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 he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her 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.

Autism

Autism is a lifelong condition that affects the way a person communicates with and relates to people around them. Appropriate specialist education and structured support can really make a difference to the life of a pupil with an autistic spectrum disorder, helping to maximise skills and to achieve their full potential.

A child's autism can influence every aspect of their daily functioning. Autism often involves high levels of anxiety. Repetitive 'obsessional' behaviour is a feature of autism, these rituals commonly involve an activity the pupil/pupil has chosen. Pupils with autism 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 pupils with autism. Their inability to fully understand other people and therefore form meaningful relationships has to be considered throughout their school day.

All our pupils have an EHC plan. In addition to Autism the pupils at our school/college may also have other special educational needs including severe learning difficulties, dyslexia, dyspraxia, ADHD, PDD, or OCD. The school/college will make adaptations to the physical environment, teaching approach and resources used to meet the need of pupils with SEN.

Equal Opportunities

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

Roles & Responsibilities

Kisimul Group Directors

- Ratify and regularly review this policy to ensure it conforms to relevant law and guidance.
- Kisimul group are responsible for this policy.

Assistant Directors of Education

- 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.

Headteacher/Head of College

- 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 pupils 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.

Class 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 pupils with SEND

The Headteacher/Head of College will take on responsibility as SENDCo and coordinate provision for pupils with SEND in 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 individualised plans.

The SENDCo (Headteacher/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 pupils 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 pupils 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 pupils with SEND up to date.

SEN Information Report

Our school/college currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe and multiple learning difficulties.

Provision

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

A broad, balanced, relevant curriculum will be offered which is subject to regular and continuous review. We recognise that each pupil has unique needs and unique approaches to learning. We therefore provide timetables tailored to meet the individual needs of pupils through our curriculum.

The curriculum is presented in a differentiated manner in which continuity can be experienced, aiming to prepare pupils/pupils for adult life. The curriculum is presented through age-appropriate learning contexts including practical and

community-based activities. Pupils should have the opportunity to achieve nationally recognised qualifications, where appropriate.

Pupils 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. Pupils are usually taught in small groups, but if appropriate may be withdrawn for short periods to be taught on a 1:1 basis if it is seen to be beneficial.

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

Annual Reviews

Regular multi-disciplinary team meetings are vital in ensuring seamless working across different agencies. Pupils 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). Schools/colleges facilitate regular meetings for pupils, which may be combined with a LAC or annual review. This ensures that every pupils EHC plan is updated at least annually. For those pupils for whom there are particular concerns about their progress the frequency of these meetings may be increased. Meetings attended by representative from each relevant agency. The pupil and his/her parents are encouraged to attend the meeting. Personalised targets are co-produced by the pupil, parents, commissioners and the school/college at the meeting.

Annual reviews will include the following elements:

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

Working with Parents

Our schools are committed to collaborative working with parents and value the key role of parents as the people that know their child best. Collaboration with parents and the pupil is central to improving quality of services and outcomes for pupils. 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 with accurate and accessible information regarding their child's progress. Regular meetings and annual reviews provide parents with a regular opportunity to understand how their child 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 in a user-friendly format that is 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 will be supported and enabled to:

- Recognise and fulfill 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 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 help the child both in school/college and at home.

Preparing for Adulthood

All annual review meetings from year 9 include a specific focus on preparing for adulthood. All our schools/colleges 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.

Expertise

Our Headteachers/Head of College have several years' experience of working with pupils 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 our schools/colleges are trained in TEACCH, PECS, Attention Autism and Intensive Interaction.

Evaluating the Effectiveness of SEN Provision

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

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

Complaints

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school/college has discriminated against their children. 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.

Monitoring Arrangements

This policy and information report will be reviewed **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the board of directors.

Links This policy links to our accessibility plans.