

# The Kimberley School

## Special Educational Needs Policy

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## **Definitions of special educational needs taken from section 20 of the Children & Families Act 2014.**

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; or
- 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

### **Legislation and Guidance**

The Children and Families Act: Section 69 and The Special Educational Needs and Disability Regulations 2014. Also see The 0-25 Special Educational Needs and Disability Code of Practice.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

**Approved by the Full Governing Body Spring Term 2018**

**Renewal Date: Spring Term 2019**

## Mission statement

*At The Kimberley School we believe that all children and young people are entitled to an education that enables them to make good progress; that they achieve their best and become independent and confident individuals. In order to achieve this, we aim to work proactively with students and parents/carers to ensure that supported is coordinated effectively and their views are taken into*

### 1. Aims and objectives

#### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. Where appropriate we will make our best endeavours to create alternative, individual provision dependent on need.

#### Objectives

##### **Identify the needs of students with SEN as early as possible.**

We do this most effectively by gathering information from parents /carers, education, health and care services and from our Feeder Schools, before transition into Year 6.

##### **Monitor the progress of all students**

In order to aid the identification of students with SEN, continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential. Provision and progress will be monitored regularly.

##### **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum.**

Teachers are responsible and accountable for the progress and development of all students in their class. High quality teaching and differentiated lessons for all students is the first step in responding to students who may have SEN. This will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.

##### **Work with parents.**

The school and parents will work in partnership to identify and meet individual needs.

##### **Work with and in support of outside agencies.**

Using the local offer as a reference point we will seek advice, guidance and support from outside agencies where appropriate.

##### **Create a school environment where students feel safe to voice their opinions of their own needs.**

All those responsible for or involved in SEN provision take into account the views and wishes of the students.

### 1. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Tom Reid the School SENCo. The people co-ordinating the day to day provision of education for students with SEN are Shan Tait (Senior Deputy Head Teacher), Karen Layton (Learning Support Manager), Sarah Meakin (Deputy Learning Support Leader) and Helen Charlton (Assistant SENCo).

#### **Arrangements for coordinating SEN provision**

In all circumstances teachers should ensure that they are providing good teaching. The quality and appropriateness of the overall provision should be kept under regular review and its impact on the number of children or young people identified with SEN should be monitored.

The Kimberley School Learning Support Team will hold details of all SEN Support records for individual students.

**All staff can access:**

- The Kimberley School SEN Policy;
- A copy of the full SEN Register
- Guidance on identification in the Code of Practice (SEN Support and students with Education, Health and Care Plans)
- Information on individual students' special educational needs, *including action plans, targets set and copies of their profile or alternative records of targets set/outcome monitoring.*
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual students and their special needs and requirements
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents/ carers and is updated regularly in order to aid effective co-ordination of the school's SEN provision. In this way every staff member will have complete up to date information regarding all students with special educational needs and their requirements which will enable them to provide for the individual need of all students.

## **2. Admission arrangements**

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

*We support students with SEN at periods of transition, regardless of admission date. Transition arrangements are tailored to individual need and may include the following: transition meetings with parents /carers/teachers / outside agencies; additional transition visits where appropriate; contact with parents /carers; staff visits to primary schools; close liaison with primary / secondary schools and other arrangements where needed.*

## **3. Identification of students needs**

Special Educational Needs and provision can be considered as falling under broad areas:

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional Health
- Sensory and / or physical

Behavioural difficulties do not necessarily mean that a child SEN, consultation with the class teacher, parents and SENCO will take place to consider if there are SEN factors causing the behaviours.

## **A graduated approach:**

### ***Quality First Teaching***

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Learning Support Team will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a student has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Student progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### ***SEN Support***

Where it is determined that a student does have SEN, parents will be formally advised of this and the decision will be added to the student's school record. The aim of formally identifying a student with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### ***Assess***

The first step is the subject teacher's assessment and experience of working with the student, clear analysis of details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention are matched to need, that barriers to learning are clearly identified and being overcome and that the interventions

being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### ***Plan***

Planning will involve consultation between the teacher, SEN Team and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will be primarily done through the 'student profile' and additional information from support staff.

### ***Do***

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher. They will work closely with the SEN Team to plan and assess the impact of support and interventions. Support with further assessment of the student's needs, problem solving and advising of the implementation of effective support will be provided by the SENCO and SEN Team.

### ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student, their parents and subject teachers. The keyworker, in conjunction with the SEN Team will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO / School
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of

people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the [SEND Local Offer](#) or by speaking to an Education, Health and Care Plan Co-ordinator on: 0115 9774012 or 0115 9773323 or by contacting the Parent Partnership Service on 0115 948 2888

#### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### **4. Allocation of resources for students with SEN**

Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools.

#### **5. Inclusion of students with SEN**

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The Senior Deputy Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Deputy Head teacher in consultation with the SEN Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Early Help Unit, SBAPs and the Multi-Agency Safeguarding Hub

#### **6. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and students throughout the year through SEN reviews, Parent Consultation Evenings, Parental Feedback Questionnaires, regular communication with parents / carers.

Student progress will be monitored on a termly basis in line with the SEN Code of Practice.

## **7. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the relevant member of staff in accordance with the school's complaints' procedure. This can be found on the school's website.

## **8. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN. The SEN Team attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train *all* our staff on SEN. We also recognise that specialist training is important and train some individual staff on: Manual Handling, ASD, Medical Conditions (e.g. Epilepsy), Dyslexia, Literacy Interventions, Physiotherapy and Emotional Mental Health amongst others.

## **9. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the relevant member of staff who will then inform the child's parents, where appropriate.

## **10. Working in partnerships with parents**

The Kimberley School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor Nicole Clarke may be contacted at any time in relation to SEN matters.

## **11. Links with other schools**

The school is a member of a School Behaviour and Attendance Partnership and has a close relationship with the Kimberley family of schools. We are also a member of the East Midlands Education Trust and have strong links across all schools in the Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.



## **12. Links with other agencies and voluntary organisations**

The Kimberley School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN.

- Education Psychology Service
- Targeted Support Service
- Social Services
- Specialist Outreach Services
- Communication and Interaction Team
- Cognition and Learning Team
- Occupational / Physical Therapy Service
- CAMHS

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate *agency*. *Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.*