

KINGSDOWN SECONDARY SCHOOL

SEND POLICY

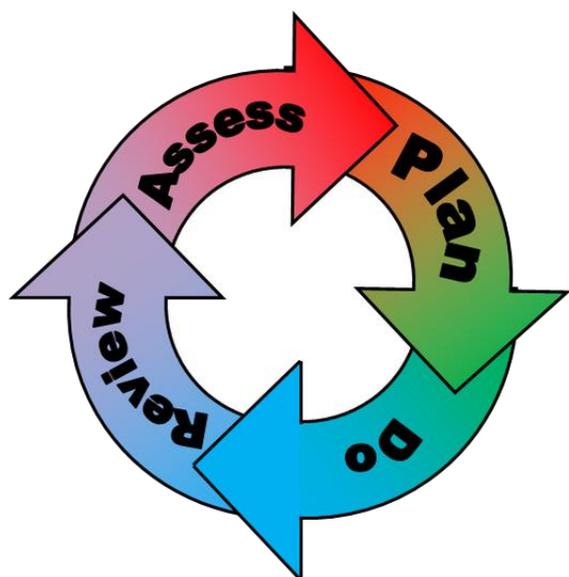
Aims of Policy

- To promote the inclusion of Kingsdown pupils within the school and wider society
- To ensure pupils get the right support in order to achieve their aspirations by working holistically with their parents/carers and other agencies
- To inform parents/carers and other agencies of Kingsdown Secondary School policy and practice.
- To comply with the Children and Families Act 2014 and the revised SEN Code of Practice as it applies to Independent Special Schools

Introduction and context

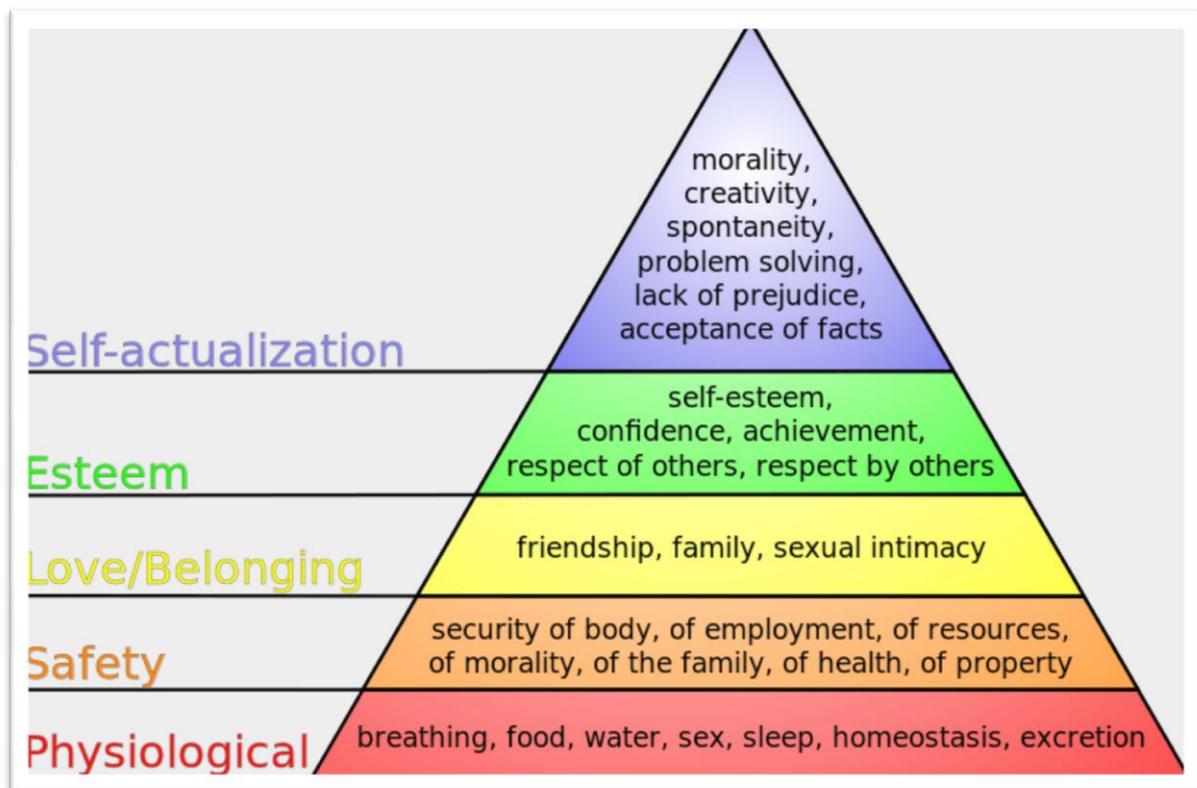
Kingsdown Secondary school is an independent special day school for pupils with behavioural, social, emotional and mental health difficulties. The majority of our pupils have statements of SEN or Education, Health and Care Plans. Occasionally students may still be undergoing assessment when they are admitted to Kingsdown. All of our pupils have had fractured educational histories including multiple placements and often exclusions. As a result they have gaps in their learning and often struggle with basic skills. Many pupils have other additional SEN needs especially speech, language and communication needs and literacy difficulties.

Pupils are taught in very small groups (maximum 4) and all teachers are expected to be familiar with pupils' SENs and plan to meet them within their daily practice. The Head of School has overall responsibility for coordinating pupils' academic progress. The Head of Welfare is responsible for coordinating all other aspects of a pupil's progress through the school including liaison with outside agencies. We believe that we can best support pupils with SENs and enable them to make academic progress which will enable them to achieve their goals in life by robustly placing the assess, plan, do and review cycle at the heart of all our school processes.



Maslow's Hierarchy of Needs

All of our pupils have extremely complex personal and educational histories. At Kingsdown we recognise that we cannot begin to address their educational needs until we have considered and provided for their primary needs. We therefore place great importance on providing a caring and nurturing environment with clearly understood boundaries so that pupils feel safe. Breakfast and lunchtimes provide important opportunities to talk with pupils. We work closely with pupils' parents/carers individual psychologists, counsellors and therapists.



Initial assessment

When pupils are admitted to Kingsdown a careful assessment of their educational history and current functioning is completed (see Induction Policy). This will include:

- Scrutiny of the EHCP/statement and any other reports on the pupil (eg last school report, EP report etc)
- Information from parents/carers and pupil
- Baseline reading & spelling tests and assessments in English, maths, ICT and science.
- Baseline social and behavioural assessments

Target setting

After a new pupil has started at Kingsdown teachers will meet to share the results of the initial assessments. Work will be begun on a Pupil Learning Profile which identifies a pupil's strengths and weaknesses and identifies possible learning strategies and support. This is a 'living' document and is updated regularly as pupils progress through the school. All pupils are discussed at least half termly by all staff.

Within 3 weeks of a pupil starting at Kingsdown parents/carers and other interested professionals will be provided with a summary of the results of initial assessments and initial subject based targets. Targets are then set termly. Targets identify the small steps pupils need to take in order to make progress both in academic and social/emotional terms.

Monitoring progress and reviews.

Progress will be monitored by subject teachers and tutors on a weekly basis and communicated to parents via telephone. Students who achieve their small step targets will be awarded 'credits'. (see Rewards section of Behaviour Management policy). Termly reports to parents will provide summative information on progress towards targets and achievements in the 'small step' academic targets.

All parents are invited to a termly meeting with all staff (usually on the last day of term and followed by a Celebratory Assembly and 'family' lunch). At these consultation meetings the summative report is discussed and the impact of any intervention strategies reviewed and new targets and strategies for the next term are discussed.

Pupils with EHCPs or statements will have an Annual Review as required by the SENDA. The Head of School will chair these meetings and invitees will include the pupil, the parent/carers, the LA representative, the pupil's EP or SEN caseworker and any other relevant professional. Subject tutors will be asked to provide a detailed report on progress for the Annual Review. All the appropriate LA paperwork will be completed and copies sent to all involved parties.

Some pupils will also have PEPs or other plans and the Head of Welfare is responsible for liaising with other agencies in the drawing up, implementation and review of such plans. S/he will ensure that any targets set reinforce and complement those set by the school so that the pupil and his parents/carers receive consistent messages as to the priorities.

SEN Register

The SEN Register is maintained and regularly updated by the Head of Welfare. It is available to all staff in the shared area. It provides an 'at a glance' summary of all pupils' identified SENs and other professionals working with the pupil. It also records the long term outcomes which the EHCP or statement is designed to support.

Additional Provision/Interventions

We make additional provision for pupils whose SEN needs require strategies which are additional to or different from those provided for all pupils. These include 1:1 teaching, access to catch-up classes and homework support. Examples of additional interventions which may be appropriate are recorded on our provision map. However we know that our pupils often respond very negatively to what they perceive as 'different' provision or treatment. Our interventions (eg Lexia for reading and Speech and Language support) are as far as possible embedded in our curriculum until pupils are able to access the support independently. We do not normally offer 'talking' or other psychotherapies in school because they often stir up emotions which make it difficult for boys to cope in school for the rest of the day. However every case is dealt with individually and we will be as flexible as we can be in order to meet a pupils' needs.

Pupil Voice

Pupils often have considerable insight into their own difficulties and are best placed to say what type of support they find beneficial. At Kingsdown we always listen to pupils and try to involve them as much as possible in formal target setting and review meetings as well as talking to them about their learning on an ongoing basis during the term. We want to develop their self-esteem, and encourage them to see themselves as independent learners.

Parent/Carers Voice

Parents know their children best and at Kingsdown we always try to work in close partnership with parents and carers. Parents/carers are encouraged to contact and/or visit the school on a regular basis and are always kept informed of their child's/ward's strengths, progress and difficulties. Parents/carers are actively supported to contribute to planning for pupils and home visits are undertaken when visiting the school is impossible.

Pupils with Disabilities

Kingsdown will always make reasonable adjustments for pupils with disabilities. The majority of disabilities experienced by pupils at Kingsdown are 'invisible' related to their emotional and behavioural difficulties eg ADHD and the reasonable adjustments form part of the provision to meet their SEN. It is unlikely given the nature of our building that we could ever admit pupils with PD but the school is considering what adjustments could be made in the future to meet the needs of such pupils. We are small enough that it is usually possible to be flexible in meeting pupils' diverse needs. Kingsdown takes its responsibilities under the DDA very seriously and encourages pupils to respect and celebrate difference. We actively promote equality of opportunity for disabled people whatever their needs.

We are conscious that parents/carers sometimes have disabilities. We will usually discuss these at the induction meeting and discuss what adjustments are needed in order to enable parents/carers to play a full part in the child/ward's education. This may include telephoning rather than using written letters, home visits etc.

Equalities

Kingsdown's SEN Policy is designed to promote equality of opportunity for all pupils and enable them to achieve their potential. We encourage pupils to respect difference and celebrate diversity.

Reviewed February 2015 Next Review February 2017