

KWS Educational

SEND Policy

Version 4 August 2018

Approved by the Trustees

Review 1 year from date of approval.

## INTRODUCTION

This document is a statement of the aims, objectives, principles and strategies associated with the provision of Special Educational Needs at KWS in accordance with the 2015 Special Educational Needs Code of Practice. A vast majority of students at KWS are classed as SEND through an Education, Health Care Plans (EHCP) . All pupils have experienced difficulties at other schools or provisions and would be regarded as having SEMH difficulties.

Definition of Special Educational Needs (SEN) According to Section 312, Education Act 1996.

*A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her;*

*A child has a learning difficulty if he or she:-*

*(a) has a significantly greater difficulty in learning than the majority of children of the same age; (b) has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; (c) is under compulsory school age and falls within the definition of (a) or (b) above or would do if special educational provision was not made for the child.*

It should also be noted that all staff are teachers of children with special educational needs and are responsible for implementing the school's policy.

In addition, children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

## **PRINCIPLES, AIMS AND OBJECTIVES PRINCIPLES** (as described in the Code of Practice)

- A child with special educational needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education AIMS

The aims of the school's Special Educational Needs policy is to give equality of opportunity, access to a broad and balanced curriculum, differentiated learning which meets their needs, improved and sustained self-esteem and enjoyment, and praised success but still offer support for the children's difficulties.

## **OBJECTIVES**

The school will endeavour to:-

- a. Use consistent criteria to assess a child's performance and to identify strengths as well as weaknesses, so that the rate of progress can be monitored.
- b. Provide and deliver appropriate programmes of study or differentiated materials including 'Individual Education Plans, behavioural plans and pastoral plans' where necessary.
- c. Employ clear recording procedures which will enable staff to monitor progress and to use agreed proformas to record the work of pupils with special educational needs.
- d. Ensure that staff recognise that there is a continuum of needs and a continuum of provision and support. To also ensure a structure is provided so that outside agencies can be involved at the appropriate stage.
- e. Ensure that all staff, teaching and non-teaching, are aware of the needs and provision for those pupils with S.E.N. with whom they come into contact.
- f. Establish procedures which enable staff to liaise with parents on a formal and non-formal basis.

## **ROLES AND RESPONSIBILITIES**

At KWS all of the pupils have S.E.N. it is therefore the responsibility of all staff to be responsible, however set below are the role specific tasks.

**a)** The board of Trustees has a responsibility to work in partnership with the headteacher to monitor the effectiveness of the school's SEN policy and provision to:-

i) Do its best to ensure that the necessary provision is made. Ensure that the needs of SEN pupils are made known to those who teach them through staff meetings and strategy sheets.

ii) Consult the local authority, when appropriate iii) Report on the school's policy for pupils with SEN.

**b).**The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN.

**c)** While the headteacher have overall responsibility for the school's SEN policy, all staff are responsible for the day-to-day operation of the policy and co-ordination of special needs activities within the school. Activities undertaken include the following:

i) Liaising with all staff, disseminating information to them and advising them.

ii) Liaising regularly with the Headteacher to pass on information and discuss strategies and plan for pupils needs.

- iii) Liaising with parents of pupils with SEN
- iv) Liaising with external agencies, where appropriate, including educational, medical, social and voluntary bodies.
- v) Co-ordinating provision for pupils with SEN, through School Action, School Action Plus and Statements.
- vi) Keyworkers to set targets based on EHCP outcomes and review them with their students

Differentiated teaching and learning techniques might include:-

- Individual/paired/ group work
- Ability set teaching
- Multi sensory teaching techniques
- Dyslexia friendly school techniques
- Different tasks
- Different resources
- Different amounts of support (peer/teacher/teaching assistant)
- Individual learning

## **ADMISSIONS AND RESOURCES**

The school offers facilities which increase and assist access to the school for children with a physical impairment. These include ramps, wide access doors, ambulant and disabled toilets etc. The school is funded to meet the needs of all its pupils through its core budget but is additionally funded to support provision for Special Educational Needs through EHCP funding. All resources are be employed effectively to meet the needs of individuals and groups within the school's strategic plan. This resource allocation is reviewed annually during the Annual review.

## **PROVISION**

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.' This may include:

- Provision of specialist or adapted equipment or learning materials
- Additional regular individual or small group support
- Access to specialist support from other agencies
- Differentiated school support Prior to identification as having SEN a pupil will have had access to a differentiated programme which may include; targeted support by teacher; sets for English and Maths

- Access to school support programmes such as booster groups Sounds Write and Springboard.
- Additional home learning opportunities. Where a child fails to make adequate progress despite this then the school will consider further intervention and identify the pupil as having special educational needs.
- Various teaching techniques and styles (Visual, auditory and kinaesthetic).

### **Planning and Reviewing Provision for Individual Pupils**

The strategies that will be employed for pupils identified as having SEN will be recorded through keywork and on student passports, reflecting provision that is additional to, or different from, normal differentiated provision. These passports will be reviewed half-termly and outcomes tracked.

EHCP reviews will be requested more than annually where KWS feel that changes need to be made to the EHCP needs to be adapted.

### **Measures to ensure integration within the school**

Pupils are encouraged and supported to: undertake roles and positions of responsibility; contribute fully to school life; represent and promote the school's identity within the wider community.