North Lakes

Kirby Moor School

Special Educational Needs and Disability Policy

INTRODUCTION

Kirby Moor School is a specialist Education provision for pupils who can't access mainstream education due to difficulties with Social, Emotional or Mental Health challenges which often result in behaviour which challenges.

The pupils at Kirby Moor can have had a very turbulent educational history. They may have a variety of diagnosis including ASD, ACES, ADHD, ODD, PDA, FASD, Disruptive Mood dysregulation disorder, Neuro diverse difficulties or may have learning difficulties or a specific learning difficulty. Although we may have pupils with many other diagnosis.

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children, families and Care teams. Every child and family in our school community is valued and diversity celebrated.

Kirby Moor is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil lifelong learning aspirations for everyone through a range of activities which are fun and enjoyable.

INCLUSION STATEMENT We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced and broad curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Proprietary body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent, carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that all of our pupils have Special Educational Needs or Disabilities. However, pupils may have changes in those special needs during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

ADMISSION ARRANGEMENTS

See Admission Policy

In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

MANAGEMENT OF SEND WITHIN SCHOOL

The Head of Education has the overall responsibility. All staff have a level of responsibility in ensuring this policy is supported across school

- ♣ co-ordinating provision for children with special educational needs

- ♣ liaising with and advising teachers

- ♣ managing learning support assistants

- ♣ managing the Pastoral Leads

- ♣ overseeing the records on all children with SEND

- ♣ liaising with parents of children with SEND (in conjunction with Pastoral Lead)

- ♣ contributing to the in-service training of staff

- ♣ liaising with external agencies including the LA's support and educational psychology services,

- ♣ health and social services, and voluntary bodies

The management of SEND is supported by the Pastoral Lead and administration staff.

All school staff have a responsibility for pupils with SEND in their classes, to ensure Quality Teaching with adaptation, differentiation and personalisation to meet need.

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice

- Communication and Interaction (C and I)
- Cognition and Learning (CL)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

 Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

- Disability
- Disadvantage

- Attendance and punctuality

- Health and welfare

- English as an additional language (EAL)

- Being in receipt of the Pupil Premium. (PP)

- Being a Looked After Child (LAC)

- Being a child of a service woman/man

Whole school tracking data is shared termly as an early identification indicator of possible need. We use a number of additional indicators of special educational needs. the analysis of data, including profiles at KS2 and KS3 baseline and end of year data, SATs, reading ages, annual and termly pupil assessments, the following up of teacher concerns, following up parental concerns, tracking individual pupil progress over time, information from previous schools on transfer, information from other services

CURRICULUM ACCESS AND PROVISION

Our classes are small (no larger than 6 pupils per class). We have a Nurture unit at both sites which are designed to have a much higher level of support for the pupils. In the main part of our school the classes are organised in to Key Stages and then broken down into groups each with a different general learning ability theme. In order to meet the learning needs of all pupils, teachers adapt the curriculum and differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

All of our pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of additional provision may include:

 In class support for small groups with an additional teacher or Teaching Assistant (TA)

Small group withdrawal with TA, CT, or Learning Mentor (LM).

Individual class support / individual withdrawal

Further differentiation of resources

Study buddies/cross age tutors

Homework/learning support club

1:1 Social, Emotional and or Mental Health Programmes of work built into the timetable - designed to meet the individual needs of the pupil

Interventions

Provision of alternative learning materials/ special equipment

Group support

Provision of additional adult time in devising interventions and monitoring their effectiveness

Staff development/training to undertake more effective strategies

Access to Specialist Teaching and Educational Psychology Service

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

Narrows the attainment gap between pupil and peers

Prevents the attainment gap widening

Helps pupils catch up with pupils of a similar age

Is equivalent to that of peers starting from the same baseline but less than the majority of peers Equals or improves upon the pupil's previous rate of progress

Ensures full curricular access

Shows an improvement in self-help and social or personal skills

Shows improvements in the pupil's behaviour

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCo and Pastoral Lead will maintain the records and ensure access to them.

In addition to the usual school records, the pupil's profile will include:

Pupil's own perceptions of difficulties

Information from parents

Information on progress and behaviour

Information from health/social services

Information from other agencies

TARGETS and SUPPORT PLANS

All pupils will have an individual Support Plan, setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform the Support Plan. Curriculum targets are recorded in teachers planning

Strategies for pupils' progress will be recorded in an Action Plan containing information on Pupils ambitions for the short/long term future

Short/Long-term targets

Teaching strategies

Provision made

Outside agency support

Date for review

Success and/or exit criteria

The outcomes recorded at review

The Action Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

The Action Plan will be created through discussion with both the pupil and the parent or carer.

REVIEWING A SUPPORT PLAN

Support Plans will be reviewed by teachers, with tutor responsibilities, three times a year. The reviews will be shared with the pupils.

CODE OF PRACTICE GRADUATED RESPONSE

All pupils attending Kirby Moor will have high levels of SEND. Nearly all will arrive with an EHCP

The school adopts the levels of intervention as described in the SEN Code of Practice

A Graduated Approach. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the school will support the assessment of the pupil.

The class teachers will remain responsible for planning and delivering individualised programmes.

Parents will be closely informed of the action and results.

External support services may advise on targets for a new Support Plan and provide specialist inputs to the support process. Support Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

Still makes little or no progress in specific areas over a long period

Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age

Continues to experience difficulty in developing literacy/numeracy skills

Has emotional problems that substantially impede their learning

Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists

Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Support Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

REQUEST FOR STATUTORY ASSESSMENT

The vast majority of our pupils already have a Statutory Assessment. The school will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

Records from past interventions

Current and past SEND Support Plans

Records and outcomes of regular reviews undertaken

Information on the pupil's health and relevant medical history

National Curriculum levels.

Other relevant assessments from specialists such as support teachers and educational psychologists

The views of parents

Where possible, the views of the pupil

Social Care/Educational Welfare Service reports

Any other involvement by professionals

Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

Matched to the longer-term objectives set in the EHCP

Of shorter term

Established through parental/pupil consultation

Set out in a Support Plan

Implemented in the classroom

Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually and before their anniversary. The LA will inform the Head teacher, at the beginning of each academic year, of the pupils requiring reviews.

The SENDCo will organise these reviews and invite:

The pupil's Parent/Carer

The pupil if appropriate

Any professional, outside of school, who has had an input during the review year.

Any other person the Head teacher or parent/carer considers appropriate

The aim of the review will be to:

Assess the pupil's progress in relation to the objectives on the EHCP

Review the provision made to meet the pupil's need as identified in the EHCP

Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it If appropriate to set new objectives for the coming year

At Key Stage Phase transition Reviews receiving schools/colleges should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with the lead from the receiving school/college. Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

 CO-PRODUCTION PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents, carers.

We do so by:

keeping parents/ carers informed and giving support during assessment and any related decision-making process about SEN provision

  working effectively with all other agencies supporting children and their parents giving parents, carers opportunities to play an active and valued role in their child's education making parents, carers feel welcome

ensuring all parents, carers have appropriate communication aids and access arrangements providing all information in an accessible way

encouraging parents, carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing instilling confidence that the school will listen and act appropriately

focusing on the child's strengths as well as areas of additional need

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

state their views about their education and learning

- identify their own needs (self assessment and self evaluation, Assessment for Learning)

· share in individual target setting across the curriculum

• self-review their progress

 In addition pupils who are identified as having SEND are invited to participate in:

Support Plan reviews and setting of individual targets

• Regular meetings with named adults

• Where appropriate, working with learning mentors

• Annual reviews

SPECIAL PROVISION

The school has some of the following adaptations in place to meet sensory and physical needs: appropriate seating, acoustic conditioning and lighting

• adaptations to the physical environment of the school

• adaptations to school policies and procedures

• access to alternative or augmented forms of communication

• provision of tactile and kinaesthetic materials

• access to low vision aids

• access to specialist aids, equipment or furniture

• regular and frequent access to specialist support.

 LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services.

LINKS WITH OTHER SERVICES

Effective working links are maintained with: Speech and Language Therapy Service• Other Children and Young People's Services• Community Health Service• Family support and safeguarding• Parent Partnership Service• Child Development Centre• CAMH• School Nurse• ASD Outreach• Social care

LINKS WITH OTHER SCHOOLS/INTEGRATION LINKS

Links with other schools, including special schools and colleges are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made.

 INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. The head teacher delivers training within school to all teaching and support staff all of whom also benefit from training opportunities from external providers

REVIEW OF THE SEND POLICY The school considers the SEND Policy document to be important and undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

APPENDIX

COMMON ABBREVIATIONS

A

ADD Attention Deficit Disorder ADHD Attention Deficit Hyperactivity Disorder

AfL Assessment for Learning AGT Able, Gifted and Talented APD Auditory Processing Disorder AS Asperger Syndrome ASD Autistic Spectrum Disorder AT Attainment Target B BDA British Dyslexia Association C CAF Common Assessment Framework CAMH Community & Adolescent Mental Health Service CATs Cognitive Ability Tests CDC Child Development Centre CiC Children in Care CiN Children in Need CLA Children Looked After CLD Complex Learning Difficulties CoP Code of Practice CP Cerebral Palsy CP Child Protection CPD Continuing Professional Development CT Class Teacher D DfES Department for Education & Skills DS Down Syndrome DSD Developmental Co-ordination Disorder (Dyspraxia) DST Dyslexia Screening Test E EAL English as an Additional Language ECM Every Child Matters EFL English as a Foreign Language EHCP Educational Health Care Plan EO Equal Opportunities EP Educational Psychologist EPS Educational Psychology Service ESN Educationally Subnormal (obsolete) EWO Educational Welfare Officer F FAITH Focusing on Autism in the Home FE Further Education FLS Further Literacy Support FSM Free School Meals G G & T Gifted and Talented GDD Global Developmental Delay

H HD Huntington's Disease HD Hyperactivity Disorder HLTA Higher Level Teaching Assistants HoD Head of Department HoY Head of Year HSA Home School Agreement HT Headteacher I ICT Information and Communications Technology IEP Individual Education Plan INSET In Service Training IS Irlen Syndrome K KS Key Stage L LA Local Authority LAC Looked After Child LD Learning Difficulty LEA Local Education Authority LSA Learning Support Assistant LTM Long Term Memory M MDS Mid - day Supervisor MFL Modern Foreign Languages MLD Moderate Learning Difficulties MND Motor Neurone Disease N NACE National Association for Able Children in Education NAS National Autistic Society NC National Curriculum NLS National Literacy Strategy NNS National Numeracy Strategy NQT Newly Qualified Teacher O ODD Oppositional Defiance Disorder OT Occupational Therapy P PD Physical Difficulty PDD Pervasive Developmental Disorder PDA Pathological Demand Avoidance Syndrome PEP Personal Education Plan PI Physically Impaired PMD Physical and Medical Difficulties PMLD Profound and Multiple Learning Difficulties PoS Programme of Study PPP Personal Provision Plan PRU Pupil Referral Unit PS Performance Scale (below NC level 1) Scale PSHE Personal, Social and Health Education PSI Physical and Sensory Impairment

PSLD Physical and Severe Learning Difficulties PSP Pastoral Support Programme PTSD Post Traumatic Stress Disorder PX Permanent Exclusion R RA Reading Age RE Religious Education RNIB Royal National Institute for the Blind RNID Royal National Institute for the Deaf RoA Record of Achievement S S Statement (of Special Educational Needs) S&L Speech and Language SA Spelling Age SALT Speech and Language Therapist SATs Standard Assessment Tasks SCD Severe Communication Difficulties SCLD Social communication and language disorder SEAL Social and Emotional Aspects of Learning SEF Self Evaluation Form SEMH Social, Emotional and Mental Health SEN Special Educational Needs SENCo Special Educational Needs Coordinator SEND Special Educational Needs

and Disability SIMS Schools Information Management Systems SLCN Speech, Language and Communication Needs SLD Severe Learning Difficulties SoW Scheme of Work SpLD Specific Learning Difficulties STM Short Term Memory T TA Teaching Assistant TES Traveller Education Service TLR Teaching and Learning Responsibility TS Tourette Syndrome V VAK Visual-Auditory-Kinaesthetic VLE Virtual Learning Environment VI Visual Impairment