



KISIMUL GROUP

Education Policy and Procedure

Special Educational Needs and Inclusion Policy

Policy

All children with special educational needs must have their needs addressed via a broad and balanced education.

Kisimul School specialises in educating pupils with severe learning difficulties, autistic spectrum disorders, communication difficulties and challenging behaviour. All of our pupils have Statements of Special Educational Needs, which are currently being transitioned into Education Health and Care Plans (EHCP) as required by the SEN Code of Practice Sept 2014. Extensive staff training is provided in such areas as autism, augmentative communication systems, the use of therapies and developmental programmes, intensive interaction and behaviour management.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. In order to meet the needs of all pupils, staff should be aware of the equal opportunities legislation covering race, gender and disability, as well as a commitment to promoting British values of tolerance and respect.

Ensuring social inclusion is the responsibility of every member of staff, both teaching and non-teaching.

The Designated Teacher for Looked After Children (LAC) is the Head Teacher. He / she may delegate these responsibilities to the Assistant Head Teachers, Senior Teachers or Class Teachers where appropriate.

Kisimul School is committed to upholding the SEN Code of Practice, and ensure that each learner has an Annual Review to consider any revisions required to their SEN statement or EHC Plan. This will ensure young people have access to relevant and appropriate resources and interventions to meet their complex learning needs.

All teachers have a responsibility to ensure the implementation of the SEN Policy, and oversee Individual Learning Plans that are individualised according to needs.

Procedure

Teachers are to ensure that every pupil has the opportunity to experience success in learning and to achieve as high a standard as possible. Their planning needs to be flexible in order to recognise the needs of all pupils as individuals and to ensure progression, relevance and differentiation.

At Key stages 2-4, the National Curriculum is the starting point for planning a broad and balanced curriculum that aims to meet the specific educational

needs of all our pupils. The programmes of study may be modified as necessary and may focus on the knowledge, skills and understanding of earlier key stages that are more appropriate to our pupils' abilities. At KS 3 pupils study the ASDAN New Horizons programme of study, which is mainly related to the PSHE&C curriculum.

Key stage 4 pupils also undertake the ASDAN Transition Challenge and begin work on the ASDAN Personal Programme of study.

The Post-16 curriculum continues to offer a broad and balanced education, whilst focusing on the development of work-related learning skills for more independent living.

As far as is practicably possible the pupils' views must be ascertained, recorded and taken into account when planning provision.

Different teaching approaches and strategies should be used as appropriate to the individual. Many of our pupils use alternative or augmentative means of communication and therefore it is important that all members of staff are trained in the use of Makaton and PECS. Specialised resources or materials should be identified and used as required to meet individual needs.

There is a very high staff-pupil ratio in class, so that with constant support and encouragement the pupils can engage as fully as possible in all curricular activities.

Each pupil must have an Individual Learning Plan, which is evaluated termly. The targets should generally relate to the key areas of communication, literacy, numeracy and personal or social skills. This is shared with parents and is designed as an ongoing record of student development over time. An annual assessment record is also provided at annual review.

Each pupil will have an Annual Review of their Statement of Special Educational Needs / EHCP, arranged by the Director of Education/Head teacher. Parents and key personnel from the pupil's placing authority are invited to attend – this may include those from the relevant Education Department, Health Service, Social Services and, from Year 9, Connexions (or alternative body). Efforts will be made to consult with pupils prior to the annual review in line with their level of understanding. Any person wishing to contribute written reports or advice is asked to do so, no later than two weeks before the scheduled date of the review meeting. Any collected advice can then be circulated to all persons concerned prior to the review. After the review, a report dealing with progress, future plans and recommendations is sent to all attendees and authorised parties.

Since all of the pupils at Kisimul have severe learning difficulties, teacher assessment is used rather than the Standard Assessment Tests, which are not deemed appropriate. The B-squared summative assessment tool is used to facilitate this process, and learner progress is measured against SEN Progression Guidance (DFE 2010), and CASPA (Comparative Analysis of Special Progression and Attainment) software to ensure that relevant benchmarking is used to measure learner achievement over time. Further assessments are undertaken on a regular basis by the school's Educational Psychology and Speech and Language Therapy teams.

As part of the review process, and at key times throughout the school year, learner views are collated using augmentative communication systems, in order to ensure all young people are given the opportunity to express preferences and choice within the curriculum. An active student council also enable learners to have some responsibilities and choice making within the school for key events, and also for some aspects of resourcing.

This policy will be reviewed on an annual basis.

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