



SPECIAL NEEDS POLICY

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Kimichi School aims to enable all students to achieve their full academic and social potential. We will work with governors, staff, students, parents and outside agencies so that students have access to a broad and balanced curriculum and are fully included in all areas of school life.

1. Inclusion

The school is actively seeking ways to remove barriers to learning for students with SEND and encouraging them to participate in all aspects of the formal and informal curriculum. The school follows guidelines in the SEND Code of Practice (2014). Care is taken to integrate SEND students in lessons, on school visits and with social activities in so far as it is practical.

The National Curriculum 2000 provides effective opportunities for all children. It states that all teachers must set suitable learning challenges, respond to students' diverse learning needs and overcome potential barriers for learning through differentiation.

The Equality Act 2010 states that all disabled students are entitled to equality of provision and should not be treated less favourably. School should make "reasonable adjustments" to alter physical features and plan strategically for improving disabled students participation in the formal and informal curriculum.

2. Principles & Objectives

2:1 Principles

Students with special educational needs should have their needs met. These needs may be long term or transitory/temporary.

All staff have a responsibility to provide for students with SEND. All special needs students will have access to a broad and balanced curriculum. All special needs students wherever practicable, will have access to the informal curriculum. School will work in partnership with parents, students, external agencies, governors and the LA to meet the needs of special needs students.

2:2 Objectives

- To work within the guidelines of the Special Education Needs Code of Practice (2014) Disability Act 2010, Equality Act 2010. To create a school community/environment that is inclusive and meets the special educational needs of students.
- To enable all students to have full access to a broad and balanced curriculum wherever practicable. To ensure that the special educational needs of students are identified, assessed,

provided for and recorded. To encourage SEND students to make a positive contribution to their own progress.

- To ensure all staff have the necessary training and information to provide for students with SEND.

3. Responsibilities

3:1 The Governing Body has the responsibility to:

- develop, monitor and review the SEND Policy.
- do its best to ensure the necessary provision is made for SEND students and monitor its quality.
- ensure a named person is responsible for coordinating SEND provision.
- ensure all teachers in the school understand the identification and provision of students with SEND.
- ensure students have access to a broad and balanced curriculum.
- ensure that students with SEND are included in school activities, so far as is reasonably practical.

3:2 The Head Teacher, Ms S Alexander has the responsibility to:

- develop, monitor and review policy with the governing body and SENDCO.
- inform the governing body of changes to provision/funding/allocation of resources.

- oversee the strategic management of SEND provision.
- oversee the allocation of resources.

3:3 The SENDCO (Mental Health Practitioner) Mrs. Denise Baker, has responsibility to:

- work with the Head Teacher/Senior Leadership Team to determine the strategic development of SEND policy.
- implement and oversee the day to day operation of the SEND policy.
- identify and coordinate provision for students with SEND and oversee all SEND records.
- liaise with staff, parents, external agencies and the LA
- manage Teaching Assistants and other resources.
- conduct Annual Reviews for Statemented/EHCP students
- write, monitor and review IEP targets through negotiation with students and parents

3:4 Teaching Assistants have responsibilities to:

- be fully aware of SEND policy and procedures

- work with the SENDCO to identify and deliver additional provision for SEND students
- act as key worker for SEND students work under the direction of the SENDCO and the SS Team
- work as joint key worker for a group of SEND students and closely monitor their IEP
- work towards IEP targets of all SEND students
- support SEND students in a variety of curriculum areas and work under the direction of the class teacher
- keep records of support given
- attend meetings of SEND students
- attend to the personal care of SEND students

3:5 All staff have responsibility to:

- be fully aware of the SEND policy and its procedures
- contribute to records & reviews, when requested
- implement the policy and meet the needs of SEND students and reduce barriers to learning

4. The Student Support Team & Resources

Denise Baker – SENDCO, Mental Health Practitioner Alina Mircea-Teaching Assistant

4:2 The Kimichi team has experience and expertise in meeting the

needs of Students who have:

- Difficulty in acquiring literacy and numeracy skills
- Moderate learning difficulties
- Specific Learning Difficulties (Dyslexia)
- Autistic Spectrum Disorders (ASD)
- Emotional and behavioural difficulties
- Mental Health difficulties – Depression, Anxiety, Bi Polar, Schizophrenia, Personality Disorders, Psychosis.
- Sensory difficulties
- Physical difficulties which require personal care

5. Identification of Special Needs

5:1 The school recognises a student has special needs if they have:

- “a learning difficulty which calls for special educational provision to be made for them”.
- They have a “learning difficulty” if they:
- have a significantly greater difficulty in learning than the majority of students their age
- have a disability which becomes a barrier to their learning

The areas of special needs are:

Cognition and learning

Emotional, social and mental health

Sensory and/or physical

Communication and language

5:2 Identification of SEND is achieved through:

Primary liaison, outside agencies involved when and where appropriate

5:3 Assessment

Initial concerns may mean a student needs further assessment to establish the precise nature of their needs. This is achieved through:

- Information from staff
- Continuous student progress monitoring.
- Student attitude to learning
- Parental information
- Student's views on performance

Information is collated and discussed by the SENDCO & Kimichi Team at weekly team meetings. If it is felt necessary, outside agencies will be contacted or the student discussed at a termly School Action Planning Meeting (SAP).

5:4 SEN Support

Parents are consulted and informed. Appropriate provision is established and monitored by keyworkers. Parents and students are

involved. Where necessary specific interventions are put in place to support need. Targets are monitored by SENDCO. The provision is reviewed twice a year. Teaching staff are involved in differentiation, choosing teaching and learning styles to meet needs. They also complete written reviews on students, comment on progress and special provision made in their curriculum area. If a student makes little progress despite SEN Support, this is highlighted at a termly SAP meeting. Further assessments will be made by outside agencies and information collated in school.

5:5 Statement or Education Health and Care Plan

The LA issues the EHCP which gives the objectives and provision required to meet the student's needs. School staff work together to achieve these targets. A Statutory Annual Review meeting is held in school. The LA's policy and procedures are followed.

5:6 Records

All records are confidential and are kept in the Student Support Office and/or the Shared Area.

Special Educational Provision is...

"Educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age." (1996 Education Act).

6: SEND Provision; Interventions/In-class Support.

6:1 Curriculum Entitlement

All students have access to a broad and balanced curriculum, Students with SEND are included in lessons in so far as it is practical and compatible with receiving special educational provision.

The Kimichi Team deliver special provision through a balance of in-class support and group/individual interventions.

6:2 In-class Support

Teaching assistants support students within the curriculum. Regular liaison between subject teachers and support staff improves provision for SEND students and negotiation of roles within the classroom is vital.

6:3 Interventions They can access the following intensive programmes:

- Literacy
- Numeracy.
- Social, Emotional & Behavioural
- Anger Management
- Behavioural Counselling/Mentoring/Coaching
- Positive Support Programme
- Social Skills (various on listening skills, body language, friendship, feelings)
- Sex and Relationships Education (SRE)
- Modified timetable
- College visits
- Post 16 transition support

- Work placements

All aspects of difficulties arising from Mental Health will be fully supported and liaised with appropriate agencies.

All interventions are focused, short term, carefully monitored and evaluated. Students are consulted through out with their keyworker. They complete a questionnaire at the end of the year and the results are used to inform future developments.

7. Parents as Partners

8:1 The 2014 Code of Practice emphasises the role of parents in SEND provision. "Parents" is a term used to cover all those who have parental responsibility for the student and therefore includes carers.

Kimichi values the partnership with parents, and collaboration is helpful when providing for SEND students. Parents offer a different perspective and can help the school to support their child. Additonaly Family Therapy is offered for all children and parents of Kimichi.

Parents are involved in the following ways: Information on SEND is included on the school website and in the prospectus.

Parents are invited to Parents' Consultations to discuss progress and new targets twice each year.

Parents' views are recorded Parents are informed of all interventions Parental permission is sought for all visits by outside agencies Parents are invited to all Multi Agency Meetings involving their child.

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This policy agreed on (date) 25th July 2017 By

(name) Kirstie Berry

(position) Chair of Governors

Review date 25th July 2018