



## **SPECIAL NEEDS POLICY**

1. Inclusion.
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3. Responsibilities.
4. The Student Support Team and Resources.
5. Identification Assessment, Monitoring and Reviewing.
6. SEND Provision; Interventions/In-class Support.
7. Parents as Partners.

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. Guidelines followed are in line with the SEND Code of Practice 2015 which are available on request.

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

- a) Students with special educational needs should have their needs met. These needs may be long term or transitory/temporary.
- b) All staff have a responsibility to provide for students with SEND. All special needs students will have access to a broad and balanced curriculum. School will work in partnership with parents, students, external agencies, governors and the LA to meet the needs of special needs students.
- c) It is recognised that the school is not a ‘special’ school nor is it an independent section 41 school. As such, it is not incumbent upon the school through governance, leadership or the teaching staff to fully comply with the Special Education Needs Code of Practice (2015). The school will be allowed the flexibility to work within and without the Code of Practice as determined by the students present at the school at any one time.

### 2:2 Objectives

- To, where possible, work within the guidelines of the Special Education Needs Code of Practice (2015) 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, Mr. C. Passey, has responsibility to:

- work with the Head Teacher 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 EHCP students when necessary

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
- 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**

4:1 Teaching Assistants

4:2 Teaching staff have 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, Dyscalculia)
- Autistic Spectrum Disorders (ASD)
- Emotional and behavioural difficulties including mental health awareness
- Sensory difficulties

#### **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 and staff at team meetings. If it is felt necessary by teaching staff at Kimichi in liaison with the SENDCO outside agencies will be contacted.

#### 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. 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 staff briefings and through assessment. Further assessments will be made by outside agencies where deemed necessary by Kimichi staff, SENDCO and information collated in school.

#### 5:5 Statement or Education Health and Care Plan

LA's issue 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. It is not the responsibility of the school to physically hold the review (2:1c) but will endeavour to do so where appropriate.

#### 5:6 Records

All records are confidential and are kept in a locked cupboard in the Clarium. These records can be accessed by staff as and when the need arises following discussions with HT and SENDCO regarding specific

needs or issues that can be handled in-class.

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.

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

### 6:2 In-class Support

Teaching assistants are usually not necessary and any one to one requests must be made via the Chair of Governors as only one per year is allowed.

### 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 throughout. 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.

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' Forums to discuss progress and new targets.

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) 29<sup>th</sup> August 2024

By

(name) Kirstie Berry

(position) Chair of Governors

Review date 29<sup>th</sup> August 2025