



Striving for Excellence

Cirencester Kingshill School

Head: Christine S. Oates

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Introduction

Kingshill School values the contribution that every person can make and welcomes the diversity of culture and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. Pupils with Special Educational Needs and or Disabilities (SEND) are valued, respected and equal members of the school. As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher, Special Educational Needs Co-ordinator (SENCO) and all other members of staff have important responsibilities.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- To enable pupils with SEND to maximise their achievements
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account

Roles and responsibilities

The Special Educational Needs Co-ordinator (SENCO) will have the opportunity to work with the Headteacher, senior management and fellow teachers closely involved in the strategic development of the SEND policy and provision. The SENCO has responsibility for the day- to- day operation of the school SEND policy and for co-ordinating provision for pupils with SEND particularly through *School Action*, *School Action Plus* and those with *Statements*.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Planning and co-ordinating provision for pupils with special educational needs
- Teaching pupils with SEND
- Observing pupils in class
- Liaising with and advising teachers
- Managing, supporting and training Teaching Assistants
- Overseeing and maintaining appropriate individual and whole school records of pupils at School Action, School Action Plus and those with Statements
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff

- Liaising with external agencies including the local authority's support and educational psychology services, health and social services, and voluntary bodies
- Liaising with "Child Protection" officer in school as appropriate with regard to wellbeing and happiness of pupils and their future development

Admission Arrangements

The Headteacher is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified SEND, as well as identifying and providing for those not previously identified as having SEND.

See school admission criteria

Transition Arrangements

To ensure successful transition to Kingshill from the Primary School we have a number of procedures in place. For Statemented pupils we attend Year 5 and Year 6 Annual Reviews. We also visit some of the Primary Schools to gather information and see pupils in their Primary setting. Paperwork for IEPs is sent out in May so that we can gather information on area of need, strengths, weaknesses and strategies that work. Pupils that need it have an extra visit to the SEN open afternoon before the general induction day. On the induction day a Teaching Assistant is assigned to each of the groups to support the pupils and gather information.

Specialised Provision

Pupils with disabilities and/or special educational need have access to all aspects of the school's curriculum. Thus pupil's SEND are an integral part of curriculum planning in all subjects; there is evidence of differentiation and support for pupils in class. Support is offered in a variety of ways e.g. special equipment, a Teaching Assistant to assist pupils with specific difficulties in the classroom, access around school or off site on trips etc. Our aim is to deliver equality of opportunity and eliminate discrimination.

Facilities

Kingshill School has good facilities for disabled pupils. The school has the following facilities:

- Two unisex ground floor disabled toilets. Two disabled bathrooms, one with hoist facilities.
- A lift for access to all rooms on the first floor
- Ramped access at several points of entry to the building
- Automatic door closures in the event of fire on two of the doorways on the first floor
- Automatic doors at four points in the building
- Care has also been given to consider ease of access for disabled pupils and staff to the new wings of the school

Allocation of Resources

See school budget

Identification, Assessment, Provision and Review

Pupils with SEND are identified in their primary school and through liaison and Primary school visits the SENCO is able to build up a picture of needs, strengths and weaknesses of pupils before they arrive at Kingshill School. Testing of reading spelling and free writing takes place. Pupils also complete Cognitive Ability Tests in the first term and these give additional data that can be used to place pupils on the SEND register. If pupils arrive later into the school the SENCO completes individual assessments that allow placing onto the SEND register as appropriate.

Assessment of pupil needs takes place on entry to the school and is reviewed at least annually. The provision will vary according to pupil need and is logged on the provision map for each year group. Pupils that do not attain Level 4 in English at the end of Key Stage 2 have booster sessions out of one of their English lessons and re take the test in June of Year 7. In Years 8 and 9 pupils who need help with reading and spelling have support lessons in some of their Modern Foreign Language lessons for one or two terms. Every year as part of the SEND review each year group is retested, an account is taken of their Progress Reports, attendance, negative and positive incidents logged on the school system, Individual Behaviour Plans and Pastoral Support Plans. Using this information pupils who have made good progress may be taken off the Special Educational Needs register, those still failing to make adequate progress may be moved up at stage.

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils are taught with their peers in mainstream classes by subject teachers and study the curriculum appropriate for their age. All teaching and support staff is aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the Learning Support department, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or extra support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. The school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Pupils following an individual learning programme to meet the needs of their Statement will have in class support and if appropriate study support or alternative courses e.g. basic skills qualifications such as ASDAN or Entry Level courses, and single English GCSE.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides many additional activities some of which are identified in the school prospectus. Kingshill is a high performing ECO School and a Sports College that actively encourages and supports everyone to join in and benefit from extra - curricular activities. The school has two further identified strands for specialist status in "Science" and "Raising Achievement Partnership Programme".

The Learning Support team also provide additional homework and coursework help at break and after school out of hours sessions as a Homework Club. Several Teaching Assistants also run other out of hours club sessions.

See school prospectus

See School Sport Co-ordinator Partnership Review

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents through the school profile (www.cirencesterkingshill.gloucs.sch.uk) upon the quality of education provided for and the achievements of pupils. The school employs a series of methods to gather data to inform and review action as appropriate to meet all pupils needs including:-

- Maintenance of assessment records: reading, spelling, Cognitive Assessment Tests (CATs), Y6 National Curriculum Tests (NCTs), and individual Pupil Progress Reports that illustrate progress over time
- Analysis of the attainment and achievement of different pupils by SENCO fed into Reviews
- Academic mentoring after Pupil reports to review pupil targets with Head of Year and tutors – three times a year
- Liaison with teachers about pupils work directly or Head of Faculty
- Discussion with parents and the pupils through notes in planners, telephone contact, letters, Reviews and Parents Evenings
- Meetings with the SEND governor
- Observation of pupils in lessons
- Liaison re Post-16 destinations of pupils with Careers / Work Experience co-coordinator and the Connexions service
- Regular meetings between SENCO and subject teachers; Heads of Faculty ; pastoral team; teaching assistants

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE CHILD PROTECTION POLICY.

Reviewed by G Cannon June 2011 (Date)

Adopted by Governors _____ (Date)

Review date June 2012