SPECIAL EDUCATIONAL NEEDS POLICY

1. Context and Aims

The new Special Educational Needs and Disability (SEND) Code of Practice came into force on 1 September 2014. It applies to both mainstream and special schools.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

The SEND Code of Practice: 0-25 (June 2014) states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, *or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 provision (Introduction, paras. xiii and xiv)

DISABLED CHILDREN AND YOUNG PEOPLE

The SEND Code of Practice: 0-25 (June 2014) states:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "… a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". This definition provides a relatively low threshold and includes more children than many realise: "long-term" is defined as a year or more and "substantial" is defined as "more than minor or trivial". This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (Introduction, para. xviii)

The Equality Act 2010 sets out the legal obligations that must be met by education providers and local authorities. Further information can be found in the school's "Equal Opportunities" policy.

Identifying Special Educational Needs

The SEND Code of Practice: 0-25 (June 2014) describes 4 broad categories of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

Although children supported in both settings will have a primary need of social, emotional and mental health difficulties, many of the pupils will have a profile of complex additional needs, which may present in a number of, or all, categories of need and will require a holistic approach to support, covering all aspects of their needs.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Condition, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

https://www.gov.uk/children-with-special-educational-needs/overview

Details of *what* both settings offer children with special educational needs and disabilities are in the School Offer and can be accessed via each school website:

http://Gilbrookschool.co.uk/send-information-report/ .

http://kilgarthschool.co.uk/send-information-report/ .

The SEN policy illustrates *how both settings* deliver the provision.

2. **The objectives of our policy are**:

- To identify and monitor children's individual needs from the pre-admission so that appropriate provision can be made and their attainment raised;
- To plan a personalised curriculum to meet the needs of pupils and ensure that targets set are specific, measurable, achievable, realistic and time related.

- To involve children and parents/carers in the identification and review of the targets set for individual children as identified in the Pupil Centred profile and Annual Review.
- To work in close partnership with parents/carers and where appropriate, with outside agencies.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.

3. Roles and Responsibilities

3.1 Role of the Leadership Team

To ensure that procedures are in place to identify and accommodate a pupil's needs, including:

- The day to day implementation of the SEN policy.
- That all staff are supported in the teaching of pupils with social, emotional and mental health difficulties.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs.
- Liaising with teaching staff regarding the performance of all pupils.
- Overseeing and maintaining specific resources for a range of identified special educational needs.
- Co-ordinating the range of support available to children.
- Reviewing pre-admission documentation.
- Ensuring appropriate liaison and the establishment of a genuine partnership between parents/carers, pupils and the school.
- Contributing to and where necessary, leading the continuing professional development.
- Working in close partnership with external support agencies, as necessary
- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.

3.2 Governors' role

The governing body of our school will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.

- Ensure that teachers in the School are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the School that specific provision is being made for their child.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all pupils in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the School's SEN policy.
- They are up to date and knowledgeable about the School's SEN provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

4. Admission Arrangements

Pupils are admitted via Wirral Authority Admissions team following the issue of a Statement of Special Educational Needs, although exceptionally, and in consultation with the Headteacher, arrangements may be made for a pupil to be admitted for the purpose of assessment.

Parents/carers are actively encouraged to view Kilgarth School before a pupil is admitted. All admissions are carefully planned to attempt to ensure a successful integration and maintain a well-ordered learning environment.

5. Criteria for evaluating the success of our policy

The SEN policy is evaluated against the objectives stated on page one by:

- analysing the curriculum, support and resources that are deployed to meet the pupil's needs.
- analysing the pupil's academic and behaviour data.
- analysing the pupil's social and emotional performance (attendance and exclusions data, Pupil Attendance and Well-being meetings).
- analysing data for reasonable physical interventions.
  ensuring that pupils, parents/carers and outside agencies (where appropriate) have their comments and recommendations recorded in Annual Reviews and are involved in a pupil's development.
  Basic Skills targets being monitored ensure that children progress through SMART targets (specific, measurable, achievable, realistic, time-bound)

6. Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision, the Headteacher, with the leadership team, will identify any particular professional development needs of the staff. This will be linked closely to the school's development plan and/or performance management objectives.

Staff who attend courses will feedback to colleagues at staff meetings and the effectiveness of such professional development will be monitored and evaluated by the leadership team.

7. Partnership with parents/carers and children

We endeavour to develop outstanding working relationships with parents/carers as partners in their child's development. Key to the sharing of information is the atmosphere and culture of the school, which is open and welcoming, and allows parents and pupils to feel comfortable and confident when discussing any areas of concern.

- Parents/carers are actively encouraged to keep in regular contact with the school by appointment or telephone and some pupils benefit from a home/school book or other methods of written communication.
- Parents may be contacted by telephone at the end of the school day, following the staff meeting.Annual reviews of each pupil's progress are completed each year and all involved agencies are invited to attend.
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All children are involved in making decisions, where possible, as soon as they start at the school:

- A Pupil Centred Profile is completed for each pupil which records likes and dislikes as well as what he finds difficult.
  We encourage pupils to have a voice through the school council.

8. Complaints procedure

If parents/carers have a complaint concerning provision for their child they should contact the school who will issue a copy of the School's complaints procedure.