KINGSLAND SCHOOL

SEN POLICY

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INTRODUCTION AND AIMS

This policy is part of the school's integrated SEN portfolio (e.g. school prospectus, Behaviour Policy, Intimate Care Policy, Equality & Diversity Policy, Teaching and Learning Policy, subject policies, schemes of work, Individual Education Plans, assessment and report writing etc). It should be considered alongside the Local Offer.

The key values and ethos of the school are to:

- provide an environment which is safe, secure, enriching and enjoyable
- create a sense of belonging for all
- set high expectations and enable all pupils to experience success in learning
- provide access to a broad and balanced curriculum with rich and varied contexts, allowing all pupils to fulfil their potential
- encourage mutual respect and dignity
- promote equality of opportunity and enable pupils to challenge discrimination and stereotyping
- value and facilitate the contribution of all pupils by working in partnership with them
- promote self-esteem, emotional well-being and help pupils to form worthwhile and satisfying relationships
- support pupils in becoming advocates for themselves and to promote lifelong learning
- work together in partnership with parents/carers in order to support them in meeting expectations for their children
- work in partnership with other professionals in order to meet pupils' diverse needs
- promote inclusion by developing and sharing expertise and knowledge.

PUPILS' SPECIAL EDUCATIONAL NEEDS

Kingsland School is a primary day community special school for pupils based on two sites (Stanley site and Castleford site). The schools cater for pupils with cognition and learning needs which may be severe or profound and multiple, and includes pupils who are on the autistic spectrum. Some pupils may have additional needs such as behaviour, emotional and social development, communication and interaction, sensory impairment, physical and medical difficulties.

All pupils will have **Cognition and Learning Needs:**

- Some will have a Severe Learning Difficulty (SLD) that is a significant intellectual or cognitive impairment. This has a major effect on their ability to participate in a school curriculum and they will need support in all areas. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations
- Some will have a Profound and Multiple Learning Difficulty (PMLD). Pupils with PMLD have complex learning needs. In addition to very severe learning difficulties, pupils often have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a

high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols; others by very simple language.

Some pupils may have additional **Behaviour, Emotional and Social Development Needs**:

- Their behaviours present a barrier to learning and persist despite the implementation of an effective school Behaviour Policy and PSED curriculum. Pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults. Other pupils may provoke peers and be confrontational or openly defiant, and sometimes physically aggressive towards peers and adults. They are often off task and have a very short concentration span. Their self-esteem is low and they find it hard to accept praise or to take responsibility for their behaviour. Other pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They will be withdrawn, quiet and find it difficult to communicate
- Pupils with attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) may have reduced attention and impulsivity and may show signs of hyperactivity.

Some pupils may have additional **Communication and Interaction Needs** including **Speech, Language and Communication Needs (SLCN):**

- Pupils may have difficulty in understanding and/or making others understand information conveyed through spoken language and require alternative forms of communication. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Pupils with speech difficulties may experience problems in articulation and the production of speech sounds. They may have a severe stammer. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

Some pupils may have **Autistic Spectrum Disorder (ASD).** There are a number of sub-groups within the spectrum of autism. Pupils with autism find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour - which affects their ability to interact with children and adults
- think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

In addition to this, pupils with autism may:

- have a difficulty in understanding the communication of others and in developing effective communication themselves

- be delayed in learning to speak, some never developing meaningful speech
- find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context
- experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed; this can lead to inappropriate behaviour
- have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations
- have unusual sleep and behaviour patterns
- not use equipment in a conventional and imaginative way but instead apply rigid or repetitive behaviour e.g. watching moving parts of machinery for long periods with intense concentration
- find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.

Some pupils may have additional **Sensory and/or Physical Needs**. There are a number of sub-groups within the spectrum of **sensory and/or physical needs** including:

Visual Impairment (VI)
Can present as a range of difficulties from minor impairment through to blindness. A pupil is considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum. This does not include those whose vision is corrected by spectacles. Pupils who are blind or have very limited useful sight require tactile methods of learning, such as Braille and 3-D representations, together with making optimal use of their hearing. Partially sighted pupils also need differentiated materials and may use enlarged print or a mix of learning methods.

Hearing Impairment (HI)
Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf and who require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. Hearing loss may be because of conductive or sensori-neural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

Multi-Sensory Impairment (MSI)
Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Physical Disability (PD)
There are a wide range of physical disabilities and the impact on their education may

be severe. If a student has a medical diagnosis their condition may mean that the impact on their educational needs may be severe particularly if the condition is degenerative. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some pupils are mobile but have significant fine motor difficulties which require support. Others may need augmentative or alternative communication aids.

FACILITIES

Outdoor learning is a feature of the curriculum at Kingsland. Both school sites are fortunate to have extensive grounds, which have been developed over the years. Play/leisure areas have been planned according to the needs of the pupils and to enable them to develop both physically, socially and cognitively. In addition, pupils benefit from a programme of Forest School learning both on- and off-site. The school has a range of vehicles, including a minibus with a tail lift for wheelchairs, to facilitate off-site learning for all pupils.

Stanley site

Kingsland School (Stanley site) is in a single storey building with thirteen classrooms, including a large Early Foundations unit and a purpose built wing that enables the needs of pupils with profound and multiple learning difficulties to be met. Classrooms in this part of the building are large and spacious with ceiling track hoisting, specialist ICT resources and height adjustable equipment. In addition, pupils have access to modern hygiene facilities and a covered outdoor learning area/playground. All pupils within the school have access to a multi-purpose annex, a hall, which also serves as a gym and dining area, two sensory rooms, a soft play room, a food technology room, therapy rooms, a hydrotherapy pool and disabled changing facilities. Parents and professionals benefit from the use of meeting rooms, parent rooms and areas used for extended school activities.

There are a number of play areas including one for lower school pupils and another for upper school pupils, an outdoor Sensory Integration space, a covered sensory/science leisure area and a fully inclusive play/learning area connected to the annex on the Stanley site. Early Years pupils have their own external play areas leading off from the classrooms. There is an additional outdoor area with swings (including a swing designed for pupils using wheelchairs), an inclusive roundabout, go-kart track and road markings. Pupils benefit from having access to kitchen gardens, greenhouses, raised beds and an orchard, all for pupil use. There is also an exploratory outdoor area incorporating a summer house, willow tunnels and seating and the establishment of a woodland learning area. Most recently, a bespoke outdoor learning area has been developed behind the annex area which includes outdoor learning pods, an outdoor kitchen and a regulation room.

Castleford site

The Castleford site has been extended and refurbished to meet the needs of pupils with severe and complex learning difficulties, many of whom have autism. Some pupils on the site have additional needs including medical or physical difficulties or sensory impairment. The school is a single storey building with eleven classrooms,

including Early Foundations classrooms and a wing/facilities that enables the needs of pupils with complex autism/sensory integration difficulties to be met. These facilities include a sensory Integration Room, outdoor Sensory Integration Provision, Sensory Room, Sensory Pod, Trampoline, Communication/Language Development Room and a Ball Pool. The site benefits from a Music/Art classroom, an upper school learning area with 4 classrooms and a Learning Zone, literacy/maths intervention room, Therapy Group Room and fully equipped hygiene areas. Early Years and lower school pupils benefit from having access to covered outdoor learning/play areas.

There are a number of play areas including one for lower school pupils and a large one for upper school pupils. Early Years pupils have their own external play areas leading off from the classrooms. Pupils on the site benefit from adventure and roadway play areas in addition to a sports play area, imaginative play area, inclusive play area which contains a large climbing structure, roundabout, swings and outdoor trampoline. A woodland area further supports curriculum delivery. .

RESOURCE ALLOCATION

The school's delegated budget provides resources according to an average staffing ratio of 1:2 and allocation is based on the premise that all pupils are treated equally but in accordance with their level of needs. Whole school resources are purchased according to school priorities and classes are given an allocation for resources; the amount being determined by the budget. Individual resources are purchased and allocated where necessary, usually on the advice of therapists, for example, occupational therapy assessment for specialist seating. There may also be funding on application via central resources extra to the budget (this equipment would travel with the young person).

ADMISSION ARRANGEMENTS AND ANNUAL REVIEWS

Decisions regarding placement are made by the Local Authority which has detailed admissions procedures and clear criteria on the basis of which placements in a particular school can be made. All requests for placement are submitted to the SEN Panel and schools are then consulted as to whether they are able to meet the needs of the pupil concerned.

Before naming a school in a young person's Education Health and Care Plan, the Local Authority must consult the governing body of the school, usually through the Headteacher.

All our pupils' special educational needs are detailed in an Education Health and Care Plan issued by the Local Authority. This is prepared for all new pupils entering school. Details of the admissions procedure can be found in the School Prospectus.

Information on the Education Health and Care Plan procedure is circulated to all schools by the L.A. The Special Educational Needs Co-ordinator is responsible for timetabling annual review meetings to ensure each child's Education Health Care plan is reviewed at least annually. The Senior Management Team is responsible for managing the review procedure and leading the annual review meetings.

ACCESS TO THE CURRICULUM

In determining the school curriculum, Kingsland School takes into account the three main principles of inclusion, which are as follows:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school's Teaching and Learning Policy details ways in which we enable access to the whole curriculum and its component parts. Subject policies detail further access to the curriculum in each subject area.

EVALUATION

Parents will be consulted three times a year on their child's progress through the evaluation and re-setting of targets/longer-term outcomes within:

- an EHCP review meeting
- Individual Education Plan documentation that is sent home
- parents evening (Autumn term)
- parent drop-in sessions in school (Spring term).

School staff (SENCO or PSAs) will attend multi agency meetings whenever possible to ensure sharing of targets/outcomes and opportunities to extend and generalise learning across all settings.

The governing body evaluate the success of the education provided at the school to pupils through:

- the yearly school self-review and evaluation process
- twice termly headteacher's reports to the governing body
- reports on pupil progress across the curriculum pathways and curriculum offer
- visits to school
- committee Meetings.

COMPLAINTS PROCEDURE

If parents have any concerns about their child's education, they may contact the relevant member of staff (usually the class teacher, Assistant Headteacher (site lead) or Deputy Headteacher) to arrange an appointment. If their concerns are unresolved and they wish to pursue it further, they may contact the Headteacher in the first instance. The Local Authority has a complaints procedures which may also be followed. Further information is included in the School Prospectus and LA Model Complaints Procedure for Schools, both of which are available on the school website.

IN-SERVICE TRAINING FOR STAFF

The Continuing Professional Development (CPD) plan details the way in which our school addresses staff training. This is based on priorities identified:

- in the School Development Plan – whole school needs

- through staff Performance Management – individual needs
- as ongoing training – for example, induction of new staff, safeguarding procedures, behaviour management strategies, moving and handling procedures, hydrotherapy, tube feeding, first aid, ICT
- as and when pupil needs require additional training – for example, to deal with a specific medical need.

Training is delivered through:

- "on the job" training provided by colleagues, other professionals (e.g. nurses, therapists)
- whole school INSET days
- staff meeting sessions
- email bulletins outlining key links and reminders
- courses run by Wakefield LA/other organisations
- work on performance management targets
- reflecting on and developing one's own role.

LINKS WITH THE COMMUNITY AND SUPPORT SERVICES FOR SEN

The school is committed to developing links with the community and aims to make effective use of local facilities to enhance and enrich pupils' education and broaden their experiences. Links have been established with:

- Schools Library Service
- local churches
- local schools
- volunteers
- business partners
- members of the local community
- artists in residence and other local artist organisations e.g. Stride Theatre
- coaching and other training
- public services.

Refer to the School Development Plan and School Prospectus for further information.

The Wakefield Inclusion Special Educational Needs and Disabilities Support Service (WISENDSS) provide additional advice and support to the school through their advisory teachers for visual impairment and hearing impairment. Advisory teachers may also carry out pupil assessments and provide information for annual reviews, when necessary, and with parental permission. The school has a designated educational psychologist who visits to advise and support staff and pupils. Parents are informed if any formal assessments on their child are to be carried out.

PARTNERSHIP WITH PARENTS

Parental involvement is an essential part of school life and effective dialogue is of the utmost importance. Parents are encouraged to share communications in the home school book (telephone conversation is available, but not during teaching time)

including essential information such as what activities the young person has taken part in, visitors, places they have been; this information can then be used as part of the teaching process and to develop communication. Parental support is vital in order to maximise student's achievements whilst at school.

Parents are kept informed of their child's progress through meetings, telephone consultations, reports and a home school communication book.

Refer to the School Prospectus and the School Development Plan for more details.

LINKS WITH OTHER SCHOOLS AND TRANSITION TO SECONDARY/OTHER SCHOOLS OR PROVISION

We have established good links with several mainstream schools through:

- joint projects - workshops across the school year e.g. with artists in residence
- outreach support to mainstream primary schools to help meet the needs of pupils with SLD/PMLD/ASD
- lending of resources
- sports links
- the Outwood Together partnership.

The school has worked in partnership with Oakfield Park and Highfield School to establish effective procedures for facilitating the transition of pupils to secondary school:

- Staff from receiving secondary schools (including Oakfield Park and Highfield School) attend all Year 6 pupils' annual review meetings and provide parents with their school prospectus
- In the spring term, parents are invited to visit the secondary school of their choice with their child
- Kingsland School SENCo liaises with SENART regarding transport requirements for transition
- In the summer term, Year 6 teachers arrange transition visits for their classes to secondary provision and prepare pupils for transition. Year 7 staff from the secondary school may also visit the primary school to see pupils and discuss any issues with staff
- Kingsland School class teachers and SENCO inform receiving secondary schools of any resource issues regarding specialist equipment for individual pupils.

LINKS WITH OTHER PROFESSIONALS AND OUTSIDE AGENCIES

The school aims to adopt a multi-disciplinary approach in all of its work. Pupils have access to a range of therapy and health provision and school staff consult with colleagues to develop and implement programmes for relevant pupils.

There are two full time nurses on the Stanley site. Dieticians and paediatric consultants also visit the school site on a regular basis. Physiotherapists are on site every morning; they are always contactable in an emergency. The physiotherapy team

are involved in the joint paediatric/orthopaedic clinics on site. Physiotherapists, Occupational Therapists, Speech and Language Therapists (SaLT), and Hearing and Vision Impairment teachers from the Children's Sensory Impairment Team regularly visit the school sites to offer advice and to oversee pupil programmes.

The school also maintains links with other services involved in working with pupils and their families, including:

- health visitors
- parent Partnership
- respite carers
- Children with Disabilities Team
- Community Team for Children with Learning Disabilities
- Educational Welfare Service.

REVIEW PROCEDURES & RELATED DOCUMENTS

This policy will be reviewed annually.

Further information may be found in the following documents:

- School Prospectus
- School Development Plan
- Teaching & Learning Policy
- Subject Policies
- Diversity & Equality Policy
- Schemes of Work
- Planning Documents
- Individual Education Plans
- Behaviour Policy
- Intimate Care Policy
- CPD Plan
- Model Complaints Procedure for Schools – City of Wakefield MDC