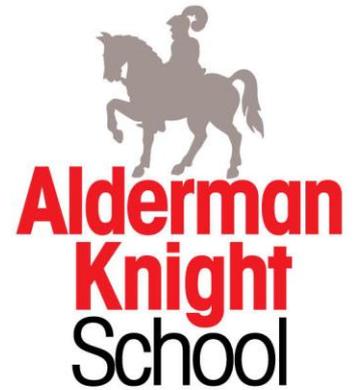


Date Reviewed: November 2016
 Reviewed By: Clare Steel
 Ratified By: Full Governing Body
 Date of Ratification: January 2017
 Next Review Due: November 2017



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Special Educational Needs and Disability (SEND) Policy

The SEND policy is a statutorily required policy. It is one that is pivotal to the development of the school and it works symbiotically with other key policies. It should be read in conjunction with the school's Equality policies, the Anti-Bullying Policy, Safeguarding and Child Protection Policies, the Supporting Pupils with Medical Conditions Policy, and the School's Local Offer. The policy is written in line with the Equality Act 2010, the Children's and Families Act 2014, the Special Educational Needs Code of Practice 0 - 25 years (2014) and the supporting pupils with medical conditions guidance (2014)

The new Code of Practice (2014) provides an overview of the range of needs, which are divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

Aims:

The overall aim of this policy is to improve the outcomes for every child. This will be achieved by:

- Enabling pupils to reach their full potential.
- Enabling successful transition of pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering personalised curriculum to meet the needs of the individual.
- Providing continuing professional development for teaching and support staff in areas of SEN.
- Regular monitoring of the progress and development of all pupils throughout the school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that all governors are up-to-date and knowledgeable about the school's provision.

The new Code of Practice, states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further, higher education, or training.

All staff at Alderman Knight School have due regard to promote disability equality. The school delivers an appropriate curriculum to:

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

In line with the new Code of Practice the school will:

- Identify and address the needs of the pupils we support.
- Use our best endeavours to ensure that a child receives the support they need.
- Ensure that all pupils are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- Provide for the individual needs of all pupils and ensure at least good progress.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.

Context:

Alderman Knight School is one of 8 special schools in Gloucestershire, established to meet the needs of children who have Special Educational Needs. Alderman Knight's catchment area is primarily the North of the county although some pupils come from further afield. Alderman Knight educates children between the ages of 5 to 19 years with a range of special educational needs. The majority of children have moderate and additional complex learning needs. This includes children with Autism, speech, language and communication needs. A small minority have more severe learning difficulties. All pupils have an Education, Health and Care Plan with a few still having a Statement of Special Educational Needs.

Alderman Knight School underwent a substantial new build and refurbishment that was completed that has resulted in a modern, state of the art school which fully meets the requirements of the Equality Act, being fully accessible for all ranges of disability, such as physical or sensory impairments (although its Operational brief does not include those young people with Profound and multiple learning difficulties).

The vision of the school is to be a dynamic, vibrant, centre of excellence that is an integral part of the local community and county's provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives. The school is a specialist school in the area of Communication and Interaction.

The school is co-located with Tewkesbury Comprehensive School and close links between the schools enable inclusive opportunities for pupils at both schools. The new Post 16 provision is built between the two schools and allows students to access a mainstream environment as appropriate and is helping them manage the transition into further education, education or training.

Pupils are admitted to the school following a request from the Local Education Authority. Pupils over the age of four are placed at Alderman Knight School following a multi-disciplinary assessment and will have an EHCP or a statement of Special Educational Needs.

Assessment and Review:

All pupils' needs are reviewed, at minimum, on an annual basis through the review of the EHCP or statement. These meetings are attended by parents, class teacher, Head teacher and pupil (where appropriate). Other professionals are invited to the reviews on request of either the school or parents if it is felt necessary. The focus of the reviews is to discuss pupil progress towards outcomes, appropriateness and accuracy of the objectives and the suitability of current provision. Pupil's progress is assessed through the use of P Scales and the school's bespoke and individualised pupil progress tracking system based upon the new National Curriculum end of year stage descriptors.. Progress relating to individual pupil's main barriers to learning are also monitored and tracked through Individual Educational Plans (IEPs) which are reviewed and assessed on a termly basis and are linked to the outcomes set at Annual Review meetings.

Curriculum Entitlement:

The school has a strong tradition of curriculum development and the pupils are provided with an excellent and dynamic educational programme, enabling them to develop both academically and socially. The rationale driving the Alderman Knight School curriculum is one of exciting learning opportunities, which provide the foundation for pupils to become life-long learners who will be active members in their community. The core of the curriculum is an emphasis on basic skills, PSHE and citizenship and communication and interaction. The foundation subjects provide breadth of experience and a vehicle for the delivery of essential skills.

All children at Alderman Knight have some needs in the area of communication and interaction and it is extremely important that in everything we do we work to help them develop these skills. This will help give them the confidence and skills to be able to be fully included in the wider community when they leave school. To support the development of these skills the school uses a range of strategies and approaches including:

- use of the Gloucestershire Total Communication approach and support for all staff, pupils and parents to learn to sign through sessions in school, parents evening classes and newsletters;
- use of visual and signing strategies in the teaching and learning routines for pupils;
- use of social stories to develop thinking skills and support changes in behaviour or preparation for change;
- visual timetables for groups and individuals; work stations; timers; low stimulus classrooms; communication and interaction/social use of language sessions for pupils;
- embedding personal, social, health and citizenship education [PSHCE], literacy and numeracy skills within every aspect of the school curriculum;
- structured activities during breaks;
- annual school residential journeys;
- after-school clubs and activities all designed to develop interaction skills;
- additional support provided by other professionals who work with individual pupils, small groups of pupils and with staff as appropriate.

The curriculum provides a broad and balanced experience that reflects the individual needs of pupils and ensures a firm focus on developing personal and practical skills. There is a wide range of interventions, which are personalised to meet the identified learning needs of pupils as necessary. These effectively support pupils' basic skills and language acquisition as well as help them develop their understanding of good behaviour and social interaction. English and mathematics are carefully and successfully integrated into other subjects and this reinforces pupils' learning, particularly in practical situations such as cooking. One of the unique aspects of the school is that as pupils move through the school, they follow a similar curriculum model to that found in mainstream primary and secondary schools. However, pupils are grouped according to need and personal and social development as well as age which supports teaching and learning.

Pupils in the secondary phase are taught by specialist teachers in specialist teaching rooms and in the last two years of their education at Alderman Knight, pupils follow a very wide range of externally accredited courses, which lead to qualifications on a variety of levels including GCSE/ GCSE equivalents such as Level 1 and Level 2 courses and other National Qualifications. The curriculum is enhanced considerably by a range of visiting artists, sports coaches, musicians and drama specialists. Within the primary phase all pupils go swimming every week and throughout the secondary phase pupils also have the opportunity to swim as part of PE and games sessions. Primary and Key Stage 3 pupils experience 'Forest School' as part of their curriculum on a local farm led by members of the school staff. The school has a choir and performs regularly both in school and the wider community. Breakfast and lunchtime clubs [optional] are also a key part of every day and provide additional supported opportunities for children to learn important social skills and help them interact effectively. Pupils experience many other trips, including residential activity holidays throughout their time in school. All these extra experiences add greatly to their social and cultural understanding and their self-confidence in a variety of situations.

Allocation of Resources:

The whole school has made a clear commitment to developing the educational provision it makes in order to meet the needs of the pupils. Resources are allocated from the school's delegated budget, according to the priorities indicated in the School Improvement Plan.

Partnership with external agencies:

Alderman Knight School has exceptionally strong links with a wide range of partners and agencies, which benefit pupils' academic and personal development. The school is currently involved with the following agencies:

- Children with Disabilities Team (Social Care)
- Children and Young People's Service (CYPS)
- Community Learning Disabilities Team (CLDT)
- Speech and Language Therapy
- Occupational Therapy
- Consultant Paediatrician team
- School Nursing team
- School Dental Service

The school also has links with local businesses, schools and colleges.

Partnership with parents:

Alderman Knight recognises the importance of close working relationships with parents/carers by frequent and appropriate communication.

Formal links:

- Annual review meetings
- Full school reports
- Tutor/ parents and carers evenings
- Subject teacher/ parents and carers evenings
- Multi agency meetings

Informal links:

- Home school diaries
- E-mails
- Informal meetings to discuss concerns

- Daily reports/ interim reports/ telephone calls
- Attendance at school events, social activities and fund raising events
- Newsletters
- The school website
- Parent workshops and open evenings

Where necessary staff will make home visits and act as support ensuring good dialogue and a common understanding of the values of the school. Parents/carers are invited to review meetings to discuss progress and to be involved in agreeing outcomes with appropriate intervention strategies and provision to help the child both in school and at home.

Specific roles

The designated Special Needs Co-ordinator (SENCO) for the school is the Headteacher. Given that all pupils have special educational needs each teacher has responsibility for their class/ tutor group. This includes formulating, implementing and evaluating individual education programmes, assessment, and individual behaviour plans. Teachers are responsible for ensuring that educational outcomes in EHC Plans are written, implemented, and evaluated. The Head teacher and Assistant Head teachers and Subject Leaders are responsible for monitoring individual pupil progress files. Pupil progress is discussed as part of the formal process of tracking targets at least twice a year and is discussed as part of the teacher performance management process. Relevant information regarding pupils may be shared at team, department or teacher meetings. As a Special School all Governors share responsibility for SEN with Alex Cameron being the named Governor.

Criteria for evaluating the success of the SEN policy

We measure how well the school is meeting the identified individual needs of the pupils by the monitoring and evaluation of:

- On-going teacher assessment and the recording of progress on the pupil's individual education plan.
- Pupil tracking with targets set in relation with the school's Assessment Progression Guidance which highlights what expected and better than expected progress is at Alderman Knight.
- Evaluating targets set for individual pupils
- Monitoring and evaluating the curriculum and its relevance to the needs of the pupils
- Annual review procedure and progress towards outcomes agreed at EHCP meetings
- Parent views
- Pupil voice
- Ofsted school inspections carried out under section 5 of the Education Act 2005
- School Improvement Partner visits and reports
- External moderation visits

Funding arrangements

As a maintained Special School all our funding goes to support pupils with SEND.

This funding covers the following areas of expenditure:

- Staffing
- Additional therapy support
- Staff training
- Maintenance and resources
- School Improvement focussing on learning and teaching
- Administrative support

Resource allocation

- Classes and/or departments are allocated a budget for specific resources to enhance learning
- There is a budget for targeted curriculum to ensure that there are appropriate specialist resources for subject teaching
- There is a budget for special events to provide exciting and stimulating activities that enhance or extend the day to day curriculum offer
- There is a budget to fund specific School Improvement targets
- The Continuing Professional Development budget ensures quality training opportunities linked to school improvement to maintain our highly skilled SEND work force.
- Pupil Premium spend to support the school's cohort of disadvantaged pupils and more able disadvantaged pupils is agreed through discussion with staff (and where appropriate – parents) and based upon emerging needs. It is often linked to individual interventions and specific specialist programmes that require additional staffing.
- Pupil Premium monies for Children in Care is decided at individual Personal Education Plan meetings and is linked to improving learning and accelerating progress.
- Sports Premium money is linked to the PE action plan and is driven by ensuring sustainability.

Arrangements for considering complaints about SEN provision within the school

Any complaints about the provision and/or implementation of the curriculum can be addressed informally to the Head teacher so that an attempt to resolve the issue can be made. If this fails then the complaint can be addressed through the formal procedures outlined in the School Complaints Policy. Advice may be sought from the Governors. Matters concerning the Local Authority will be referred to the Gloucestershire County Council Officers.

Monitoring, Review and Evaluation

This policy will be reviewed annually. Any proposed major changes to it will prompt a major review and consultation process. The policy will be monitored by the Head teacher and the Senior Leadership team.

Policy ratified on:

Signed:
Chair of Governors
