



Alderman Knight School

Special educational Needs and Disability (SEND) Policy

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| Date Reviewed | January 2023 |
| Reviewed By | Clare Steel, Headteacher |
| Next Review Due | August 2023 |
| Ratified by Governors | |

Specialist School in
Communication & Interaction



The SEND policy is a statutorily required policy. It is one that is pivotal to the development of the school and links with other key policies. Therefore, it should be read in conjunction with the school's Anti-bullying and Behaviour for Learning policies, Safeguarding and Child Protection Policies, policies relating to supporting pupils with medical conditions (Administration of medications and Intimate care 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.

The Code of Practice (2014 – last updates 2020) 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 and students to reach their full potential (Please note AKS uses pupils for children in pre 16 education and student for those in Post 16)
- Enabling successful transition of pupils and students 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 and students 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 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 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 and carers to enable them to make an active, empowered and informed contribution to their child's education.

Aim and Purpose: (see [Commissioning Brief](#))

Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.

In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.

Pre 16 pupils aged 7 – 16 years

The school is for children and young people whose primary special needs have been identified as:

- Communication and Interaction and
- Cognition and Learning

Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction)

The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.

This provision is for children and young people whose academic attainments are generally well below-expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.

Post students aged 16 – 19 years

The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:

- Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger's syndrome, and complex needs including anxieties, emotional, social and mental health needs, and:
- Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grade 3 and above (previously A* - D grades)
- Require a specialist setting to access a further education curriculum

The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. Therefore, these areas give an overview of the range of needs that could be catered for within this specialist setting. All pupils and students at AKS have an Education, Health and Care Plan.

General Information

Capacity

The service, at any one time, will provide education and support placements to a maximum capacity of 220 pupils:

- 195 Pre 16 pupils (aged 7 to 16 years)
- 25 Post 16 students (aged 16 to 19 years)

Commissioned places are as follows:

- Number: 220
- Age range: 7 to 19 years
- Gender: Co-educational

Worcestershire arrangements:

- Up to 35 places will be available for Worcestershire pupils
- Top up for these will be payable directly to the school from Worcestershire

The Environment

Alderman Knight School underwent a substantial new build and refurbishment 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 Commissioning 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 co-located with Tewkesbury Comprehensive School and close links between the schools enable inclusive opportunities for pupils at both schools. The 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.

Assessment and Review:

All pupils' needs are reviewed, at minimum, on an annual basis through the review of the EHCP. These meetings are attended by parents/ carers, class teacher or tutor and on occasions a member of the senior team. Pupil and students are encouraged to partake for some or all of the meeting as appropriate. Other professionals involved with the young person, are invited to the reviews on request of either the school or parents/ carers 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 school's internal assessment system that links to the nationally used 'Age-related expectations and the National Curriculum. Progress relating to the young person's Key Stage outcomes as highlighted within the EHCP are tracked and supported through Individual Educational Plans (IEPs) which are reviewed and assessed on a termly basis.

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. (see [Curriculum Policy](#))

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, students and parents to learn to sign through 'signs of the week', sessions in school, parents/ carers and local community sessions and the school's weekly Celebratory News ([see website](#))
- 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 education [PSHE], literacy and numeracy skills within every aspect of the school curriculum;
- structured activities during breaks;
- after-school clubs (where possible) 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. The school offers some interventions, which are personalised to meet the identified learning needs of pupils as necessary. These may support pupils' basic literacy and numeracy skills and/ or focus on developing social interaction skills, self-esteem and behaviours for learning. Literacy and numeracy are carefully and successfully integrated into other subjects and this reinforces pupils' learning, particularly in practical situations such as cooking. The school promotes the love of reading and the school has a Reading Co-ordinator who supports and works across the school

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.

Students in Post 16 can study A level courses as appropriate at Tewkesbury School or within the Post 16 Centre (subject and number of students dependent.) 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 regularly. Some secondary phase pupils also have the opportunity to swim as part the school's Enrichment programme every other Friday afternoon. Primary experience 'Forest School' as part of their curriculum on the school site led by a member of the school staff who has trained as a Forest School Leader. The school has a choir and performs regularly both in school and the wider community including Young Voices held at the World Resorts Arena, Birmingham annually. Lunchtime is a key part of every day and provides additional supported opportunities for children to learn important social skills and help them interact effectively both through the family lunch service and lunchtime clubs. Pupils experience many other trips 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 strong links with a wide range of partners and agencies, which benefit pupils' and students' academic and personal development. The school receives support from the following agencies:

- 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

However please note: The school does not have its own therapists and any therapy delivered in school must be commissioned by the young person's Local Authority and must be highlighted within the EHCP.

The school also has links with local businesses, schools and colleges and has an Assistant Headteacher responsible for Curriculum Enrichment and Community Engagement.

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
- Interim reports
- Tutor/ parents and carers evenings
- Subject teacher/ parents and carers evenings
- Multi agency meetings

Informal links:

- Home school communication App - Weduc
- E-mails
- Informal meetings to discuss concerns
- Daily reports/ interim reports/ telephone calls
- Attendance at school events, social activities and fund raising events
- Weekly Celebratory News on website
- 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 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 Senior team and subject Leaders are responsible for monitoring individual pupil progress. 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 SEND, for our named Governor please contact the school.

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 and carers 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.

The following are some of the areas of expenditure this funding supports:

- Staffing
- Staff training
- Maintenance and resources
- School Improvement focusing on learning and teaching
- Administrative support

Resource allocation

- Phases and/or departments are allocated a budget for specific resources to enhance learning
- There is a budget for Curriculum to ensure that there are appropriate specialist resources for subject teaching. Within this budget there is scope for funding to be used to support special events to provide exciting and stimulating activities that enhance or extend the day to day curriculum offer
- The use of the budget is reviewed annually to ensure it is able to specific support planned school improvement activities.
- The Continuing Professional Development budget ensures quality training opportunities linked to school improvement to support the ongoing learning of our whole staff and ensure we have a high quality team that can meet the needs of pupils and students across the school.

- Pupil Premium monies are spent in line with Government guidance (see [Pupil Premium Strategy](#) on website) and its intended use is agreed through discussion with governors and staff (and where appropriate – parents) and is based upon emerging needs. It is often linked to individual interventions and specific specialist programmes that require additional staffing.
- Use of 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 (see [Sports Premium Strategy](#) on website).

Arrangements for considering complaints about SEND provision within the school

Any complaints about the provision and/or implementation of the curriculum can be addressed informally to the Headteacher so that an attempt to resolve the issue can be made. If this is unsuccessful, 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 Headteacher and the Senior Leadership team.

Alderman
Knight
School

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| Timetable for Review | Annually | 2 Years | 3 Years | 4 Years |
| Status | Statutory | Gloucestershire CC | | School |
| Circulation | Website | Weduc | SAM | School Office |

Table of Review and Modifications

| Date Reviewed | Page Number of Changes | Summary of Changes Made |
|---------------|------------------------|--|
| January 2023 | | Updated in line with Commissioning brief |
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