



KINGSGATE

SCHOOL

Kingsgate School

SEND Local Procedure

Local Procedure owner: Tim Rogers

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Introduction

Our aim is to ensure a clear, coherent way to provide for the special educational needs of our students in order to develop independent and emotionally healthy learners. Children have special educational needs if they have a learning or mental health difficulty which requires special educational provision which is additional to or otherwise different from the educational provision made generally for children of their age. These additional needs may include the following:

- Emotional, Social, Mental health.
- Cognition and learning.
- Speech, language and communication difficulties.
- Social communication difficulties (such as ASD).
- Sensory, and/or medical needs.
- Identified ability (able, gifted and/or talented children).

**Please note this list is not exhaustive.*

At Kingsgate School we cater primarily for children experiencing difficulties with their Emotional, Social and Mental health needs and their associated complex needs. In order to support these challenging young people through their education we have a number of strategies embedded within the school to provide a safe a nurturing environment, these include, higher levels of staff support and ratio, individual target setting and a personalised curriculum offer. All staff are expected to take into consideration the individual needs of the students when planning and delivering the curriculum. As the students placed at Kingsgate School may experience a range of other learning needs and may need additional provision, we have ensured that we are adaptable and flexible in our ability to provide an engaging, supportive and progressive curriculum.

Our commitment

Kingsgate School aims to provide children with:

“a personalised education that brings out the best in every child, that builds on their strengths, enables them to develop a love of learning; and helps them to grow into confident and independent citizens, valued for the contribution they make.”

(DfES, 2004, para. 3.0)

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- All children will have, as far as possible, equal access to all aspects of the curriculum, but modifications will be made to the curriculum if required and where appropriate;
 - To boost the literacy and numeracy skills of students with general and specific learning difficulties both as an end in itself and as a means of providing maximum to the rest of the curriculum;
 - To develop differentiation in all lessons to improve the educational opportunities of all students, regardless of ability and challenge all students;
 - To meet the special educational needs of children with physical disabilities as far as is practicable in terms of the layout/facilities and resources of the school;
 - To communicate with parents and carers about all aspects of the special needs provision made for their children and to seek to develop this partnership;
 - To deploy Learning Support resources in as effective a way as possible to support students where required and appropriate;
 - To use the SEND Code of Practice (2015) as a framework for identification of, and provision for, students with special educational needs.

Kingsgate School will endeavour:

- To provide an atmosphere of sensitivity, security and respect for all students.
- To ensure all students have the opportunity for educational success through an environment that encourages them to develop their self esteem, confidence and independence.
- To be committed to the training and development of all staff as members of our community.

Kingsgate SEND policy aims:

- To ensure that all staff provide all students opportunities for educational success, by making the curriculum accessible and by removing barriers to learning;
- To ensure staff use the provision available at our school for students with identified additional learning needs and follow the procedures to access these.
- To identify the staff who are involved in the additional learning needs provision, their roles and responsibilities.

Our aims and objectives

At Kingsgate School we aim:

- To identify students with additional learning needs as early as possible after a placement is offered and has commenced;
- To ensure that all our students have access to a Curriculum at a level which is differentiated, appropriate and provides challenge for their individual needs, which will include the National Curriculum.
- To devise, maintain and implement individual education plans (IEPs) incorporating personal academic, statement and behavioural targets, individual behaviour plans (IBPs), pastoral support plans (PSPs). These will include individual risk assessments where appropriate.

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- To provide the maximum opportunity for educational success for all students, providing high levels of support where appropriate.
 - To work as a multidisciplinary team to ensure the needs of our students are most effectively met.

Admission Arrangements

Initial Steps

Once a placement has been confirmed, the Senco will provide an overview to all staff on the educational, personal and social needs and the latest attainment levels of our new student. An overview of initial pastoral needs will be given including health, cultural issues and key emotional issues. Information is gained from the student's Statement of Special Educational Needs or Education, Health and Care Plan (EHCP), if they have one, admission notes and reports from previous placements.

Induction Period (12 weeks)

The induction period provides the student with an opportunity to settle into the school by learning about our routines, structures and expectations, and by establishing the expected basic, acceptable norms of behaviour towards peers and staff in the class and school environment including whilst at play. This is particularly beneficial for students who have missed long periods of schooling prior to admission and are not in the routine of regular education. During the initial induction period members of the team will observe and comment on academic potential, pastoral needs, behavioural aspects and social skills. An audit is undertaken about how well the student has settled in and will identify areas that will be addressed in the next six months, this will be supported through the IEP and IBSP. This report will also include details of the baseline assessments carried out and recommendations for intervention, speech and language concerns and possible therapy needs. The student's primary needs can then be identified and the first targets are formulated ensuring a truly personalised and targeted support and educational package.

Baseline Assessment

During the induction period, a series of baseline assessments and screenings will take place using observation and formal assessment from a range of professionals.

Following the baseline assessment, if additional learning needs are identified the Head Teacher, together with appropriate staff will plan an individual support programme for the student. This will be shared and discussed with the tutor team, and advice will be given as to how the student can be supported in the classroom. The Head Teacher and Senco will ensure that arrangements are in place for interventions to be delivered by the team and/or outside agencies. Regular opportunities for feedback from these interventions and general practice within the classroom and around the school are built into the school infrastructure through directed meeting times.

Individual Education Plan (IEP)

The individual education plan will identify targets for development, success criteria and strategies to support the student in the classroom and around the school environment. The IEP will cover, personal social/behavioural targets, academic targets and SEN statement targets. This plan will be developed between the student, their tutor team and those staff working closely with the student. The plan will be reviewed regularly throughout the year, three times, where the tutor team and student will meet to review progress made towards the targets set. The provision will then be reviewed, new targets set or previous targets revised as appropriate to the individual student.

Provision

Due to the specific nature of the provision here at Kingsgate School, we are in a position to meet a number targets for each individual learner purely based on them taking up placement at Kingsgate School. We offer a broad and balanced curriculum in-line with the National Curriculum, where appropriate, work in small groups of learners, a maximum of four, and with high staff ratios, ensuring support for learners, 2 staff in each class.

Kingsgate School aims to offer all our students:

- A broad and balanced curriculum differentiated to the students' needs and abilities.
- A range of teaching strategies and approaches.
- IEPs, IBSP, and ITSPs closely matched to the student's individual needs, and which are discussed with the student, and regularly reviewed.

Following a review of the student's progress, further intervention may be required. At Kingsgate School, a three wave model of support is used which supports and compliments the quality first teaching taking place in the classroom.

Wave one:

The individualised curriculum provides personalised pathways which enable students to achieve to the best of their abilities. Small group work for behaviour, anger management, social skills and sexual health also take place in Wave one.

This may include following the National Curriculum and working towards accreditation from external examination boards, ASDAN and/or COPE programmes, Outdoor Education, Social Skills workshops, creative workshops such as expressive arts and music.

Use of onsite expertise and collaborative working ensures that all staff are aware of triggers and strategies, relevant to all/individual students providing a clear insight into their need and opportunity/directives to engage students in education.

Wave two:

The aim of Wave two is to provide additional support to students who require more specialist support in order for them to make the expected progress, this can include individual subject areas (literacy/maths), Speech and language support, anger management and social skills. This could include smaller group provision targeted to meet the student's specific needs at that time. For example, in groups of 2 or 3, students may be provided with targeted social skills programmes or anger management programmes. Students may be given additional, focused opportunities to improve literacy and/or numeracy to enable them to keep up with the ability levels of their class, there may also be an opportunity for additional support to be placed in the learning environment or areas which is causing most concern.

Wave three:

Wave three provides specialist intervention programmes for their individual needs. This may include specialist 1:1 support focused on communication and language therapy or focused support to develop literacy/numeracy, placed both in class and through withdrawal booster sessions. A specialist structured programme using learning mentors may be implemented to support students, outside agencies such as speech and language therapists may be brought into the school to provide this specific and highly specified support.

Assessment of student's progress takes place on a regular basis according to the school's Assessment Policy. This includes a termly reading and comprehension test and an annual Schonell spelling test. On arrival, students undergo a 12 week assessment that includes a cognitive assessment by an independent Educational Psychologist, a Speech and Language Screening by an Independent Speech and Language Therapist, a base-lining WRAT assessment and a screening for Sensory requirements by an Occupational Therapist. These assessments in line with reviewing the interventions in place, allow and ensure that all support is effective and having a positive impact on the students.

English as an Additional Language (EAL)

Where students attend school with EAL Kingsgate School aims to:

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to Kingsgate;
- To implement whole school strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Teaching and Learning to support EAL learners:

In order to ensure that we meet the needs of EAL students, staff will:

- Assess the student's fluency level as soon as possible;

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- Show differentiated work for EAL students;
 - Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context;
 - have high expectations, expect students to participate in all classroom activities/tasks;
 - monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks;
 - recognise that EAL students need more time to process answers and to complete extended work;
 - allow students to use their mother tongue to explore concepts when appropriate;
 - give newly arrived students time to absorb English bearing in mind that there is a “silent period” when those new to the language understand more English than they use;
 - group students so that EAL students hear good models of English;
 - use collaborative learning techniques;

Spoken and written communication between the students and teaching and non teaching staff, and between the school and parent/careers and the local community, will be positive and appropriate, including the use of students’ home languages.

Involvement of alternative professionals within the school

A referral for further assessment, advice or support may be made where there is cause for concern from the student’s file or notes on attainment pre-admission. Referrals will be made through the Head Teacher and Senco to any or all of the members noted below:

- Educational & Clinical Psychologists
- Speech and Language Therapist
- Play and Art Therapists
- Occupational Therapist

Referrals can also be made at any time after the induction period where staff have concerns for a student’s progress and/or identify the student as:

- not making sufficient progress in assessments for reading accuracy, comprehension, spelling and Maths computation;
- having a reading age that remains below eight years or is not making sufficient progress in line with point 1;
- possibly having severe language delay or significant problems with social communication understanding;
- showing extreme social, emotional and/or behavioural difficulties;
- having specific learning difficulties;

Referrals should be made through the Senco and/or the Head teacher.

Reviewing student progress

Monitoring and evaluation takes place regularly through termly assessments, review of the IEP, regular review opportunities within directed meeting time, an annual school report and review of statement if in place. Updates will be given by Tutors to Care Reviews, Care Progress meetings and planning meetings.

Education Reports

Reports are written annually using the full range of attainment data for all subjects with the exception of Personal Social and Health Education. IEP Targets for learning and behaviour are assessed, reviewed and updated every term by the Tutor team. These will form the basis of a brief termly report sheet. This will identify areas of progress and new targets to enable further progress to be made.

Annual Reviews

Invitations to attend the student's annual review are sent to local Authorities working with the student, parents and/or carers and the student. The review aims to:

- Assess the progress of the student in relation to their EHCP;
- Review the provision made for the student against the EHCP objectives;
- Consider amendments to the existing EHCP;
- Set new targets / plan transition for the following year;

Care Reviews

All authorities working with Children who are Looked After (CLA) and any adults with responsibility for education, care and welfare of CLA Child are invited to the CLA Review which takes place every six months. The review aims to:

- Assess progress against targets set at last review;
- Monitor any action points raised at last review;
- Plan for the next six months period;
- Review the PEP termly;
- Review the care, social and educational provision for the student;

If there is a significant cause of concern, a planning meeting may be convened or social services may coordinate a meeting if the student is considered to be a Child in Need.

Student Involvement

The school encourages students to be actively involved in the planning, assessment and evaluation of their learning. The tutor team will discuss the setting and evaluation of learning and behaviour targets with individual students. For many subjects, students will be asked to assess their own attainment of the learning objectives. Students are also encouraged to provide their opinions in written form prior to their Annual Reviews to provide a selection of work or a presentation and to attend their reviews in person. There is a complaints procedure for students, for this please see 'Complaints Policy'.

Roles & Responsibilities (with respect to additional learning needs)

Position	Name	Responsibilities
The Head Teacher and SENCO		<ul style="list-style-type: none"> To ensure that the daily management of additional learning needs provision is effective. To work closely with the Senco and the teachers and support staff.
Teaching Assistant/1:1 support Tutor	As timetable/directed	<ul style="list-style-type: none"> To work closely with the Senco and advise and support class teachers with their provision for students with additional learning needs. To provide and/or suggest resources for class teachers to support students with additional learning needs. To carry out Baseline Assessments and any further assessments under the supervision of the SENCo. To provide one-to-one support sessions for identified students.
Subject Co-ordinators	Various	<ul style="list-style-type: none"> To be aware of the schools SEN Policy and the provision available for students. To respond to the individual needs of students within their designated curriculum area. To monitor the delivery of curriculum content and ensure assessment and reporting procedures are embedded in their subject area.
Tutors	Various	<ul style="list-style-type: none"> To be aware of the schools SEN Policy and the provision available for students. To deliver an individualised support programme or differentiated curriculum for individual student's with additional learning needs. To develop IPPs, IPRA's and PHPs for students.
TAs	Various	<ul style="list-style-type: none"> To support the class teacher in the delivery of the curriculum. To provide 1:1 sessions as part of agreed programme or intervention strategy. To support the IPPs, IPRA's and PHPs for students

Pastoral Support Team	Hannah Bowling	<ul style="list-style-type: none"> To collate and assist in the communication of individual behaviour support strategies to all staff. To advise and deliver programmes to develop personal, emotional and social development. To provide an emotionally supportive environment for individuals in crisis.
Students	Various	<ul style="list-style-type: none"> To be made aware of that they can be a partner in the planning, delivering and evaluating of their IEP/IBSP/ITSP; To highlight and request support when they feel it is required; To engage and work hard in order to make the progress they are capable of and to work towards their potential.
Educational/Clinical Psychologist	Belinda Medhurst/ Anna Randle	<ul style="list-style-type: none"> To work closely with all staff to offer support and advice on individual needs and to offer advice on the provision for students with specific needs or conditions.
Speech and Language Therapist	Alex Kelly Ltd:	<ul style="list-style-type: none"> To work closely with the SENCo to complete speech, language and communication assessments/reports, as requested, and to offer advice to staff on the provision for students with additional communication difficulties.
Play Therapist	Independent Practitioner:	<ul style="list-style-type: none"> To work closely with the SENCO to offer support and advice on individual therapeutic strategies for students with specific needs or conditions
Art Therapist	Independent Practitioner: Dawn Rouvray	<ul style="list-style-type: none"> To work closely with the SENCO to offer support and advice on individual therapeutic strategies for students with specific needs or conditions
Therapists	Various	<ul style="list-style-type: none"> To offer therapeutic support to students, where required and prior assessment has indicated specific need.

Complaints Procedure

- Staff should follow the school's complaints policy – See Complaints Policy;
- Placing LEAs must 'take whatever steps they consider appropriate to make disagreement resolution services known to parents, Head Teachers, schools and others they consider appropriate' (SEN Code of Practice, 2014)

Continuing Professional Development

In-service training and professional development will be undertaken in line with the School's Training Policy and in response to the School's development plan.

Training will be identified and accessed where appropriate and where significant positive impact on students will be an outcome from training opportunities.

Evaluation & Review

- The effectiveness of the additional learning needs provision provided by the school will be evaluated by The Head Teacher, and SENCO.
- The SEND and additional learning needs policy is a working document and is kept under constant review. Feedback on the policy is welcomed by all staff. The policy will be formally reviewed annually by the Head Teacher, and SENCO.